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**INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS
LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND
ADULTS. FINAL REPORT, APPENDIX C.**

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PROGRAMS, PARENT EDUCATION, ADULT BASIC EDUCATION,
CONSULTANTS, READING, FAMILY LIFE, *LEADERSHIP TRAINING,
COMMUNITY DEVELOPMENT,**

**SIXTY-FIVE SELECTIONS, IN NOTE OR OUTLINE FORM, FROM
PRESENTATIONS BY CONSULTANTS AIDING IN PREPARING LEADERS FOR
EMERGING PROGRAMS SERVING THE DISADVANTAGED ARE INCLUDED IN
THIS APPENDIX. THE SUBJECT MATTER RANGES FROM SPECIFIC
TECHNIQUES FOR TEACHING SUCH SKILLS AS READING TO GENERAL
INFORMATION SUCH AS BASIC UNDERSTANDINGS NECESSARY FOR
RELATIONSHIPS WITH PERSONS HANDICAPPED BY SOCIAL-ECONOMIC
STATUS DIFFERENCES. SAMPLE SUBJECT AREAS ARE CHILD
DEVELOPMENT, ADULT BASIC EDUCATION, CLINICAL PSYCHOLOGY,
TEACHING THE CULTURALLY DISADVANTAGED, SOCIOLOGY AND CULTURAL
CONTINUITIES, PLANNED PARENTHOOD, PEOPLE WITH SPECIAL NEEDS,
COMMUNITY DEVELOPMENT, DYNAMIC SOCIETY, FAMILY RELATIONS,
PROBLEMS OF ADOLESCENCE, OLD AGE, POVERTY, VOCATIONAL
TRAINING AND GUIDANCE, ROLE PLAYING TECHNIQUES, AND MASS
MEDIA. FIELD TRIPS TO HOUSING PROJECTS ARE DESCRIBED, AND A
SIX-PAGE BIBLIOGRAPHY IS INCLUDED. RELATED DOCUMENTS ARE VT
004 011 AND VT 004 012. (FP)**

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FINAL REPORT

BR -

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INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS

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Interdisciplinary Approach to Preparing
Home Economics Leaders for Emerging
Programs Serving Disadvantaged
Youth and Adults

Dr. Pauline Gillette Garrett
University of Missouri
Columbia, Missouri
May 1967

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Appendix C

—SELECTIONS FROM PRESENTATIONS BY CONSULTANTS.—

June 14, 1966 (a.m.)

Dorothy Lane
Consultant

Our sense of direction must come from our total involvement or engagement. Through personal mobilization we get satisfaction. Our criteria should be to become involved to the extent of changing a single life.

Terms such as "culturally-disadvantaged" cannot be used because it implies persons living without a culture and this is not true.

At first we have to recognize "self". One of the ways in which we help one another to recognize self is by being aware and by respecting.

A child must have his needs realized first through patience—the ability to give in terms of awareness of the other rather than one's own needs. We should at some point be thinking about ourselves and what our needs are in preparation for working with people whose needs are very, very strong, even more so than the middle-income people. We need to realize our own needs to help others with their needs. (Reference: Mennizer's "Self-understanding for Teachers") We should look at oneself and realize the needs and demands of others; try to see things as others see them.

Another aspect is the willingness to try the new—the unfamiliar, the unknown. It takes sureness of self and trust in other people in order to try the new. So, if we are thinking about this, we have to go back and start with awareness and trust with one another. Still another aspect is the readiness to listen. We learn by listening. We can learn a lot about differences by reading about them and by exposing ourselves to them. We can experience differences in many different ways. (Reference: "We know difference intelligently as adults and we know them even

more deeply as children." JANA) As adults we can explore as many possible differences as we can.

Overcoming fear is a part of change. To try the new we must overcome the fear of the unknown. The more we know, the less we are afraid of it. (Example: little brown mouse) In overcoming fear, it does take effort to know the unknown. When we are thinking about change, we need to look at the value content and replace the old with the new. (Example: shelling peas and buying frozen ones)

To be able to change we must initiate ideas. This requires courage and awareness of self. Change involves a relationship. Inate within each individual there is a need for change, an urge to grow, and the possibility for the fulfillment which comes through the change that takes place between two people.

(Film: "The Roots of Happiness". Discussion: "What Makes Change Possible? What Interferes and Promotes Change?")

June 14, 1966 (p.m.)

Dorothy Lane
Consultant

Each individual has within him the ability to grow. (Panel discussion—What influences self-awareness in children and adults?)

I. Dr. Sheldon Edelman, Department of Psychology—Kind of Innateness within Individuals.

- A. In areas of motivation and responsibility.
 - 1. we want children to be able to deal effectively with present and future life.
 - 2. we want children to have positive feelings about life—to stand on their own two feet.

I. Dr. Edelman cont.

3. we want children to have many reactions to situations.
 4. in some areas the child will have many reactions automatically while in other areas the child needs help.
 5. we want the child to be free.
 6. children learn through interaction.
- B. Two theories.**
1. curiosity, love, desire, etc., are derived from instinct.
 2. curiosity, love, desire, etc., are derived from sexual response.
- C. Present theory—Individual is born with drive to be competent.**
- D. For good growth, there is a minimal and an optimal level of stimulation.**
- E. The worst response to a child is indifference.**
- F. Child learns most from someone he respects.**
- G. Child can sense inconsistent attitudes.**
- H. Maturity is having and recognizing many responses.**

II. Mrs. Catherine Wallace—Family Influences on Developing Self.

- A. Without problems and stresses there is no growth.**
- B. Influences of family.**
1. growing capacity for interpersonal relationships.
 2. growing capacity for responsibility, productivity and competence.
 3. growing capacity for self-esteem.
 4. growing capacity for enjoyment.
- C. A person cannot use himself in a productive manner without self-esteem.**
- D. Prior to self-esteem, the child has to see himself as a separate entity.**
- E. A child cannot begin the task of self-discovery if he is ignored.**

II. Mrs. Wallace cont.

- F. Of crucial importance to the child in clarifying images is the parent having a good self-image.**
- G. One's ability to relate to others is important.**

III. Dr. Joan DePena—Cultural Influences on Developing Self.

- A. There are many sub-cultures, each having its own model of the "good life".**
- B. Backgrounds and the way one learns is very important.**
- C. Various sub-cultures see things in distinct ways.**
- D. "Low income" people may feel that a deformity is a result of a sin of the parents.**
- E. Children learn quickly to whom they must respond.**
- F. Children learn who to go to for certain responses and what the responses will be.**
- G. Society tells us from the first moment how we are to react to certain people.**
- H. One big problem of children of the low-income group is the lack of stability of the family.**

June 15, 1966 (a.m.)

**Dorothy Lane
Consultant**

I. Environment and Innate Potential Influences Are Important to The Child.

- A. A child may be born with good equipment and come into a poor environment and still develop.**
- B. A child may be born with poor equipment into a good environment and grow to an optimum extent.**

I. Environment etc., cont.

- C. A child may be born with poor equipment into a poor environment and the child does not develop properly.**

II. Eric Erikson's Ideas on Development.

- A. First basic task of personality is to find trust in the world. "I am what I am given".**

- 1. oral and tactile satisfaction very important in this stage. Oral and sensory pathway.
- 2. this foundation usually laid in first year of life.
- 3. basically, sense of trust comes from the mother or mother figure.

- B. Development of sense of autonomy or awareness of self. "I am what I will".**

- 1. root of problem is in working with low-income people.
- 2. the child finds himself in varying degrees of good or bad.
- 3. the child is expected to meet outside expectations.
- 4. the child begins to control bodily functions.
- 5. muscular and anal-pathways to communications.
- 6. the child who does not have enough awareness of self to say "no", "no", is not developing at normal rate.
- 7. this foundation, usually in second year, is tremendously important to later life.
- 8. child has violent drives and impulses.
- 9. the way adults give safety influences awareness of self.
- 10. the toddler learns he has control of the world by holding on and letting go.
- 11. this is a discovery and exploratory period.
- 12. Margaret McFarland says one should have a sense of being a "durable person".
- 13. good mental health is the ability to handle stress.

II. Eric Erikson cont.

14. one's self-esteem is dependent on others' ideas.

C. Sense of initiative. "I am what I imagine I can be".

1. this starts at age 3 or 4 and is very much influenced by general physical growth and locomotion.
2. most rapid language growth takes place here.
3. tremendous physical energy growth.
4. to the extent the child has found trust and safety, he develops a sense of initiative.
5. beginnings of relationships outside home.
6. all need to learn to love people and use things—not use people and love things.
7. imagination grows greatly in this stage.
8. the child needs help to use energies well, make decisions and live at peace with self and others.

D. Sense of industry. "I am what I can learn".

1. latency period in that there are not growth spurts.
2. time of formal school beginning.
3. masters use of toys, makes things.
4. child should not be pushed too strenuously, he still needs to be cuddled some.

(Quote from Erikson)

"When child begins to feel that it is the color of his skin, the background of his parents, or the cost of his clothes rather than his wish and his will to learn which will decide his social worth, lasting harm may ensue for the sense of identity."

E. Sense of identity. "I am what I can accept to become".

1. adolescence.
2. opposite is role-diffusion.
3. period of life when child is expected to find vocation.

II. Eric Erikson cont.

- F. Sense of intimacy. "I am what I can give".**
 - 1. adolescents but mostly more mature individuals.**
 - 2. opposite is isolation.**
- G. Sense of generativity. "I am what I help create".**
(Opposite is stagnation)
- H. Sense of integrity. "I am what I believe and affirm". (Integrity vs. despair)**

III. General Statements.

- A. It is possible at different chronological ages to achieve various stages of development.**
- B. We are always working on various stages.**
- C. We have a spiral kind of development and people change from day to day.**
- D. Read Arthur Combs, Perceiving, Behaving, Becoming.**

IV. Montessori School of Thought.

- A. Evidence of outward signs stressed as contrasted to inner development.**
- B. Emphasis on exterior—the developing of intellectual ability.**
- C. A limitation—does not prepare child to live in world where he will have to live. Says things are in a nice, neat order.**
- D. Advantage—focuses attention on intellectual development and on what we are teaching.**

V. Martin Deutsch.

- A. Emphasizes language development.**

June 15, 1966 (p.m.)

Dorothy Lane
Consultant

DISCIPLINE—Fundamental Principles

1. Treat people with respect.
2. The more you know about a person, the more understanding you will have of their problems.
3. Discipline comes from the word "disciple" meaning to learn, to control, to teach.
4. The kind of discipline given influences the self discipline developed.
 - a. exterior control at start of life helps children learn to discipline themselves.
 - b. interior control is self discipline.
5. We must be consistent in our discipline of a child.
 - a. respect him and he will learn respect.
 - b. to be able to love, we have to be loved.
 - c. the child most unloveable most needs love.
6. It is important to recognize feelings; show we hear what they say; register our listening by verbalizing; I know you want—
7. Use the positive suggestion technique. Rather than saying "Don't do that!", say "Do this."
8. We must believe that everyone behaves in the way that they believe.
 - a. need approval.
 - b. we behave in the way that others approve.
 - c. we need to help children behave in ways that others will approve (peers).
9. Showing trust helps behavior (may be reflected in our voice).
10. Substitute what is expected rather than what is not to be done.

DISCIPLINE cont.

11. The extent of self-control that should be expected is according to a child's age and maturity.
 - a. provide exterior control in relation to the interior control expected.
 - b. amount of choice depends upon interior judgment.
12. Children will test in a transition period—try out in order to find out.
13. Mental health is the ability to cope or to find a solution to a problem.
14. Give choices (according to age) that they are capable of determining.
 - a. may give choices from which to select.
 - b. may let them decide choices from which to select.
 - c. give choices only when there is a choice to be made.
15. Individuals vary in controls at different stages of development.
16. The more we understand a child, the more we are going to be able to find the way for him to learn.
17. "Child's Fifth Freedom is the right to feel" (Lawrence Kubie).
18. Children need varying amounts of time to adjust to different ideas.
 - a. too close boundaries will cause pushing out.
 - b. most important is our own example.
 - c. appropriateness of limit that is set, the better the learning.
 - d. children need some limits to feel safe.
 - e. consequences of violation of rules should be clearly defined for children.
 - f. infraction of rules should determine the disciplinary action.
 - g. resentment comes if we are denied something we really want.
19. We must feel good about ourselves before we will change.

DISCIPLINE cont.

20. The greater the difference between the expectations at home and school, the more difficult it is to work with a child.
21. A teacher's relationship with children should not offer anything that parents could not offer.

PRESSURES—Relationship of pressure to outcome.

1. If adults live with fulfillment themselves, they won't have to pressure their children.
2. We need to help adults and children realize their different levels of abilities.
 - a. be verbal about pressures and effects.
 - b. help them develop ability to make choices.
3. Play helps young children cope with stresses.
4. If they feel achievement, they can take strain better.
5. Help children find satisfactions and competencies within self (interpersonal competency).
6. Help them value achievements of what they have done rather than comparing with what others have done.

June 16, 1966 (a.m.)

**Dr. Wilbur Ames
Consultant**

**What makes the adult illiterate? What are their problems?
Who is going to teach them? How do you set up your program?**

Adult Basic Education

General discussion deals with that education of an adult roughly equivalent to that which we give a child. Let's define "adult". Well, it means anyone 14 years and over, or anyone 25 years and under. Still another definition is 18 years and over. In terms of practical education, we use a chronological age. An adult is a person who can learn on his own. An illiterate is a person who is not an independent. An adult is not an illiterate.

Functional illiteracy: a census was taken of people who could read and write. They asked how many years these people had gone to school. They discovered there were 8 or 9 million illiterate people in this country. A study was done in Chicago regarding welfare and welfare checks. They discovered that 6% of the people on welfare scored less than a fifth grade level when given a test. They found that even many people who had a college degree could only read at a fifth grade level. A suggested method of keeping down this illiteracy is to establish reading programs in junior and senior high schools. Fifty-seven per cent of the people are vocationally illiterate; however, the illiterate rate is going down. (Ex. impoverished boy who completed the third grade and then was put into a special educational program.) Now, most people are at least staying in school through the sixth grade.

According to the census our illiterate rate is decreasing. For one thing, we now have a compulsory attendance law. What does the census say about the general characteristics of illiterate adults in this country? Age? Mostly older people. Sex? 55% male and 45% female. Place of residence? 60% seem to reside in some kind of urban setting with a rural background. Race? The total figure represents 74% white American-born people.

States that have the highest rate of illiteracy are South Carolina, Mississippi, North Carolina, Alabama, Tennessee, Kentucky, and Texas. Some of the top ten states in terms of number of illiterates are: New York, Tennessee, California, Pennsylvania, Illinois, and Ohio.

Vocational background of these illiterate people deals with employment, unemployment, and those not in the labor force. Fifty-three per cent of the total adult population (adults 25 years and over) of the entire country are employed. Thirty-seven per

cent of the illiterates are employed. A check was made in Louisiana to ADC (Aid to Dependent Children) women and one-half of them were illiterate. In New York, one-fifth of them were illiterate.

Now, we will discuss some programs connected with eliminating illiteracy. The first one is MDTP (Manpower Developmental Training Program) which began on a local level. This did not work out too well because it was found that many people could not read a training manual, so an amendment was made. Upon discovering this they set to work revising the training manuals for these programs. Under the amendment they set up an illiterate training program to teach these people to read.

The second program is BOA (Economic Opportunity Act) in which 90% of the financial aid was furnished by the Federal Government and 10% of it was to be furnished locally. In this program public schools are lagging behind. The future of arresting the adult illiterate problem lies in the public schools. Job Corps can take on aspects of illiterate training.

Now, we will compare the methods of teaching an adult to read and teaching a child to read. Teaching someone to read is a very long and involved process. Take the Job Corps. They are having problems with discipline. This shows they are at least reaching people they have never reached before.

The Vocational Education Act has provided money for research in illiterate work. It is a significant act. On a controlled interview we visited with illiterate persons in Illinois and various other places and asked them specific questions. We were somewhat disappointed. We asked them what they were interested in and they could not tell us. Obviously, we had a problem in communication.

We also found that these people came from an illiterate background—illiteracy breeds illiteracy breeds illiteracy. We also asked them about multi-ethnic material. We asked them why they thought they were poor readers. They said because they did not think it was necessary. So, I ask you, "Is it necessary?" Why fool with these people in Appalachia for example. Why not leave them alone? They are happy, probably happier than you are. Why get them all confused? The answer is almost irrelevant.

In some places where they have illiteracy programs the money is actually being wasted. If these illiterate programs are going to be good, then they are going to have to take on what we call "middle-class stuff".

We asked them about jobs. What would you like to do ten years from now? What would you like your children to be? All their answers were on a realistic level. They do not have pipe dreams. Even though we raise these people from their own level, there will always be a group at the bottom. We did see that their main dislike was grammar. What you need to do with these people is say "Listen to me!" and talk with them. After our interviews with these illiterate people we went to the teachers—a more direct source. We found that these people would talk with their teachers more freely than they would to us. We found out the answers to two questions—1) What are they interested in? 2) What do they need? Following this we wrote all of the fifty states inquiring about outstanding illiterate programs. We received 40 replies. Our findings are as follows:

What was the motivation for coming to the program? Why would they come to a voluntary program? The answer is because they did not have to come. We found that the biggest motivation was to get a better job (a vocational reason). Reading and writing letters to various persons and relatives was another as was reading a newspaper and current events. They want to read because they feel they are out of touch. They want to know where their tax money is going. People on welfare know very little about their responsibilities and their obligations. Helping children is another motivation. A mother is interested in helping her child and she cannot. (Example of illiteracy breeds illiteracy)

Another motivation is the Bible, a high school diploma, etc. There are two objectives in teaching one to read—1) Teach them the best way you know how. 2) Teach them as quickly as you can. Still another motivation is personal improvement. They want to know how to make clothes and to learn good grooming, and pass the driver's test.

In many of these programs we found the average age for adults to be 45 years.

The research program approached the teachers of the illiterates and social workers to find the interests and needs of the illiterates.

Reasons for the illiterate coming to the program were:

1. In order to get a better job.
 2. To read and write letters to and from relatives.
 3. To read newspapers and current events.
 4. To help children with school work (especially women).
 5. To read the Bible and religious material.
 6. To get a high school diploma.
 7. For personal improvement.
 8. To pass the driver's test.
-

June 16, 1966 (p.m.)

Dr. Wilbur Ames
Consultant

I. Teaching the Adult Illiterate.

A. Motivations of adults.

1. to secure a better job.
2. to be able to read and write letters.
3. to read newspapers, the Bible, signs, maps, and application forms.
4. to be able to vote.
5. to be able to help their children with school assignments.
6. to get a high school diploma.
7. personal improvement and enjoyment.
8. to pass the driver's test.
9. the family won't feel ashamed of them.
10. to be accepted as a citizen.

I. Teaching the Adult Illiterate cont.

B. Reading Materials

1. current events
2. state and local government information.
3. money management: budget, sales, charges.
4. homemaking activities such as child care, sewing, cooking.
5. bibliography of Jacqueline Kennedy.
6. filing income taxes.
7. insurance: life and car.
8. test.
9. sports.

C. Materials to omit.

1. religious content.
2. children's experiences.

D. Recruitment of Adult Students.

1. Communication.
 - a. TV and radio (do not use the newspaper as a media.
 - b. religious organizations or church bulletins.
 - c. Salvation Army.
 - d. Extension services.
2. Problems.
 - a. young people are less interested
 - b. compulsive attendance.
 - c. place and time-transportation.
 - d. course descriptive title.

E. What to Look for in Materials for Adults.

1. realistic materials.
2. pictures-ethnic or multi-ethnic groups.
3. names-childish or adult.
4. size of print.
5. handwriting exercises.
6. content level.
7. readability level.
8. programmed materials.
9. operation alphabet.
10. supplementary materials—Readers' Digest.

I. Teaching the Adult Illiterate cont.

F. Dropout and attendance problems.

1. attendance may be varied from week to week.
2. class size is a problem.
3. meeting problems—3 classes a week.
4. two or three hour classes should vary activity.
5. rules of conduct and dress.

G. Testing and awards.

1. standardized tests are not to be used.
2. awards may be given when course is completed.

H. Methods of Approach.

1. teach words.
 - a. sight vocabulary.
 - b. spoken or listening vocabulary.
 - c. discriminating between sounds.
 - d. discriminating between letters and symbols
(ex: b-bdph - mark all letters which are alike.)
 - e. visual discrimination.
 - f. use printed letters and words of the same style.
2. teach consonants and vowels.
 - a. key to the alphabets—used in 95% of the schools: 26 letters, 43 sounds, and 250 ways of writing.
 - b. five vowels with 19 sounds.
 - c. twenty-one consonants and 24 sounds.

Teacher Materials may be received from: Adult Education Association, 1225 - 19th Street, N.W., Washington, D. C. 20036.

June 17, 1966 (a.m.)

Dr. Wilbur Ames
Consultant

DROFOOTS AND ATTENDANCE - Adult Reading

The rate of dropouts has been very high and usually occurs during the first week. There is also the problem of irregular attendance the first week and thereafter because of job problems or transportation problems. Class size is another problem for the teacher. It is advisable to have not more than fifteen in a class. Ten to fifteen is the ideal number. For those who miss class you follow up with a personal contact if possible. Some programs meet once or twice a week. If you really want to make an in-road, you should meet three times a week. If you meet for two hours, keep your activity varied. If you are teaching reading, vary that. Be prepared that it will take awhile to do this. It will take at least 300 hours. In other words, crash programs will not work.

Rules of Conduct in Dress: You don't have to worry about it because it will always work out all by itself.

Visual Rewards: Some teachers have given sixth grade diplomas, etc. Any external reward is not advisable because the students will know if they are succeeding or not.

Testing: This is not advisable nor is it necessary to test their IQ.

Interview: It is advisable to have an interview with them and try to get them to read for you. As soon as the prospective student has trouble reading, stop it because he might not come back. You may very well lose him.

Teaching Reading

How do we approach an adult? There are some disadvantages in teaching an adult to read. For instance, he has failed once already. Secondly, you have handicaps such as poor English usage,

foreign language, or you will have some who can read and some who cannot; you will have some who have visual problems. More than 80% of the persons in these classes at least have some knowledge of reading.

You teach association of the consonants. Most of the students can identify the letters of the alphabet and they will know the vowels. It is the vowels that cause most of the trouble in our language. In teaching the adult you start with words and not with letter sounds that perhaps you would with children.

Sound Approach to Teaching Reading: In our language there are 26 letters in the alphabet with 43 sounds and 250 ways to spell those sounds. We have 21 consonants and they have 24 sounds. There are three letters in the alphabet that we could eliminate completely. They are "c", "q", and "x".

Next, we go to vowels. We have 5 vowels with 19 sounds. There are two principles of vocabulary—how many words do you teach an adult at a given time and how do you teach him.

We teach an adult by sight vocabulary. One must choose words that an adult knows or can recognize. For the words that he cannot recognize through visual association i.e. "this", "that", "is", etc., you must associate them with recognizable words and use them frequently in a sentence or sentences. You try to choose words i.e. "bag", "bet", and "bus", say each word and ask them in what way they all sound alike. The answer is that all begin with the letter "b" and have the similar sound. Then you bring in sounds like "robin" and "robber" and show how "b" sounds in these words when used in the middle instead of at the beginning of a word.

If you are trying to teach the sound of letters you begin with the sentences and comparative sounds before you attempt the visual technique.

Visual Discrimination: Teach them to look into the middle of words. You cannot tell them that the letter "a" has four sounds. Take the word "beach" when teaching children. Chances are the first vowel says its name, but in the word "head" a different rule applies. We are taught that the letter "c" has two sounds—a hard one and a soft one. Take the words "city" and "cat" for example.

June 17, 1966 (p.m.)

Dr. Wilbur Ames
Consultant

The letter "r" is the most difficult letter in the alphabet. Now, we deal with problem vowels: put, foot; burn, term; fir, moon; boy, oil; cow, out.

Instead of teaching them the silent "e" rule, just expose them to the words with the same kind of ending. (Example: cake, bake, make, take, wake, back, sack, tack) The dictionary can be a very useful book. Another set of skills has to do with context. This you can do after you have built a vocabulary. They cannot get the meanings but will know where it is used in a sentence. You should teach them something about endings. (Example: fight and fighting) Teach them that they can build many words through endings. Don't go into the introduction of gerunds, etc. Keep it relatively simple.

The big danger in adult teaching is that the books give you no sense of direction in teaching. Don't just teach a man the word "happy". Teach him the meaning of it. (Example: If a man is not sad, he is _____.) The idea is to teach them the most functional vocabulary possible. Use the definition of experience approach. Early in the game you should teach them to read and write their name. Along with reading they want to learn to write and should learn to print also. Printing will reinforce the teaching of writing. Don't stress spelling—very functional, no rules. Here the typewriter would be a very good help.

With consonants we have "ch", "sh", and "th" in which we come with a new sound for each one.

I T A

ITA (Initial Teaching Alphabet) was begun in England by Pittman. An example of a sentence using the ITA method would be, "Whenever you see eny likwid on the flor, weip it up. It may bee oenly wauter, but it can caus an accident."

This method is easy and it does not remind an adult of past failure. Here is an example. We taught a group of adults five stories in ITA consisting of about 50 words and beginning with Lesson 6-9 we took the 50 words and put them in a column in their regular way of writing and asked how many of these do you know. One person knew 22 of these 50 words.

At the end of the ninth lesson we brought back the regular way of writing and he knew them. Adults catch onto this very fast because adults come to you with a knowledge of a few words already. While working with ITA we do not stress spelling unless it is with words exactly alike. In exposing one to ITA we do not need to teach them phonics' rules because they seem to pick them up. By using ITA you seem to gain six months' time. After you have taught the symbols, advise them to read, read, read.

If you have an adult reading on a 4th grade level, don't drop back and teach him ITA. ITA has been around for five years and it looks like it is here to stay. (Reference: Frank Lauback's "Toward World Literacy")

Fog Index

1. Find a phamplet and check for section of 100 words. Count up to 100 words but don't stop in the middle of a sentence.
2. Count the number of sentences.
3. Take the number of words and divide them by the number of sentences and you have the number of average words for a sentence.
4. Find out how many difficult words there are. Difficult words are classified as words containing three syllables or more. Abbreviated words and symbols are included in this list of difficult words. Do not count capitalized words unless they are abbreviated. If a difficult word is used more than once, count as two difficult words in your list. Count the number of hard words and if they are used over and over again, count them as separate words.
5. Take the number of hard words and divide by the number of words in the sample.

6. Add the number of the average sentence lengths and the answer to #5.

7. Multiply 0.4 into the answer for an indication of the grade level of that book.

8. The Fog Index does not tell how to simplify writing but merely tells when it is needed. The Fog Index is the easiest way there is. There are better formulas but they are longer to use.

June 18, 1966 (a.m.)

Dr. Sterl Artley
Consultant

Language Development and Reading

Emphasis: How a child grows in language development normally; development of a child who grows in a different culture.
(Reference: a monograph—Language Programs for the Disadvantaged deals with findings and recommendations for working with the disadvantaged.)

Language development of the normal child (not disadvantaged).
The three areas where one can begin to differentiate between disadvantaged and advantaged are:

- A. Language development—very limited.
- B. Self concept image.
- C. Negative attitude toward school and teachers.

Stages and progress shown in language development are:

1. Very, very young child—recently born—the child's cry—at age of three weeks cry becomes differentiated and tells something.
2. Eight weeks, 3 or 4 months, cooing, spontaneous free flow of air across vocal cords, cooing is first verbal language.
3. Three to eight months, babbling, differs from cooing because vowels are now linked together and consonants get hooked in it. A deaf child may begin to babble but quits it shortly because it does not get the auditory stimulation.
4. Ten to fourteen months - first word.
5. Fourteen to twenty-four months - short sentences, one thing follows another and develops rapidly. (If a child is not talking by the time he is two years old, it would be best to have him checked for deafness or mental retardation.)
6. Two and one-half years - child has full complement of vowel sounds and about 2/3 of consonant sounds. (A vowel sound is where the sound is differentiated in the vowel box which is easy. A consonant sound uses lips, teeth, cheeks, and palate and it involves very fine muscular control as well as all teeth to make sounds clear.)
7. Seven and one-half years - "correct" articulations are obtained.

Vocabulary Development

Smith, in a study in 1926, based on the study of 50 children, found this to be average—

12 months	- 3 words	4 years	- 1,540 words
1½ years	- 22 words	6 years	- 2,500 words
2 years	-272 words		

A later and different study shows a child of six had 25,000 words in his vocabulary. Conclusion: There is a wide range of difference. Seasons help.

Factors to help in building a vocabulary are:(these that the advantaged child has)

1. mother reads nursery rhymes; child uses picture books with words below; avid sign watcher; cereal watcher; TV commercial watcher; notices differences and likenesses; goes to park; goes to zoo; goes on trips; travels; has all kinds of playthings, celebrations, and experiences.
2. children get control of grammar at an early age. Grammar and usage are not the same. Usage is language habits—learns from environment. Grammar is word order and correct pattern of words.
3. church, Bible schools, church school, and activities.
4. opportunities to hear all kinds of sounds such as TV, vacuum cleaner, hair dryer, planes, steam irons, rustle of dry leaves, stream of flowing water.
5. opportunity to learn positions and differences—over, on, bottom, top, left, right, tall, short, oval, square, sweet, sour.

How the deprived child misses so much of what the normal child takes for granted:

1. comes from disadvantage areas; comes to school; was born, reared within a radius of about 5 or 6 blocks; very limited physical environment.
2. may be living in a farm home and is limited in things that offer experiences.
3. mother may work and be too tired to talk, may be kept by a sitter who does not care, may seldom see father, or many different men who call themselves father.

4. lacks motivation for language development, very limited vocabulary, lacks words that stimulate thinking, does not know or use position words.
5. about 1-2 years behind the advantaged child at the age of 6.
6. may be "drop-out" because they come and go to school where the language used and the vocabulary used has no meaning to him.

Generalizations:

1. An IQ rating increases by several points when a child has had a rich environmental language background.
2. When we teach language development, we are doing more than equipping with words. We are developing intelligence.
3. One should attempt to enrich a child's life through experiences at kindergarten age through first and second grade if one hopes to develop a vocabulary to the fullest.

June 20, 1966 (a.m.)

Dr. Mina Morris
Consultant

There are three major movements that underly why you and I are here to talk about education—industry, mass production, and automation.

The children we work with today are better off educationally because the demand for skills is greater. Now, comes the question, "How do you get your people to perform more difficult tasks?" The kind of man that will survive in one civilization will not necessarily survive in another. You cannot train a child for the job he will hold as an adult because chances are at this moment we cannot realize what life will demand several years from now. The current pressure is teaching people to be aware, and tackle problems, and our schools are not geared to do this. The reason for this is the fact that science and knowledge has mushroomed and we must have a base of a higher order of skills. Mostly, we talk about unemployment ability and employment. Our main task is to get people employable.

You must not divide problems of an urban society from those of a rural society. In the year 2000, 85% of our population will be in urban complexes. The real problem we face as teachers is how do you get a child divorced from the family attitudes or do you try to change the family? In other words, is your job child education or family education? Our goal is to train our children so that they can function in a metropolitan complex. People will be more urban and they will be more clustered.

Human resources are beginning to be less than tangible assets. We are saying here that a technical society demands excellence. We assume that people have ability if we could only tap it. We have many programs aimed at excellence.

When the people come in from the hill country, they visit with each other and sleep on the floor but the farms that they come from are getting passe because those small farms are becoming part of larger farms. The big job of the public school is

that of training students whose talent and knowledge they will not benefit from. We have to educate people who will fit into the metropolitan complexes. The social economists tell us that the phenomena of the future will be large metropolitan complexes in which they will be flexible and they will fit into the technological processes.

Our real goal is to keep people alert so that they will take a fresh look at its coming. Traditionally, our society has been more effective in developing mass production methods. We are more sensitive to poverty because we see that in an affluent society no one should starve or go without. We are worried about our image. We are a democratic society based on an industrial complex and industry has taken on fresh momentum so that we now talk about automation. With this comes the chance of losing a job. Expensive machines, equipment, and living in relation to a paycheck have brought about two things—government insurance and government concern over how and why 1/5 of our population is living on the fringe of survival. There is a general consensus that life in an industrial society all over the world will be centered in large metropolitan complexes where they will need a paycheck to survive and these complexes will bring man's socio-economic differences out.

Our society is more divided from the land and a man's own individual level of competency is the only thing he carries with him from place to place. The society realizes increasingly that a man's personal skills is the only thing he can cash in on. Mothers talk about getting the children off the labor market until they are ready for it. At the present time, we do not need these children because of automation and because we are having trouble re-tooling what we have. The high school certificate is becoming the criteria for an interview for employment. This is all a part of our society. Terminal education does not mean a student is terminated.

Summary

I. High and Low Achievement Factors.

A. Certain personality traits differentiate both groups.

I. Achievement Factors cont.

B. Type of community influences type of achievement.

1. more affluent people moving out of cities.
2. cities made up of displaced rural society.
3. chronically poor and mal-adjusted fail to achieve.

C. Family Attitudes

1. the real problem is how to get the child divorced from family attitudes.
2. should we have child education or parent education?

D. Community participation.

1. hidden poor practically immune to poverty programs.
2. older age group remaining in cities; children live outside city.

E. Brain rather than brawn is issue today as result of:

1. industrialization.
2. mass production.
3. automation.

F. Ability to perform.

1. the kind of man who survives in one society does not survive in another.
2. a child cannot be trained for a job he will hold as an adult because 80% of jobs to be filled we do not know about.
3. the orientated person who is aware of how to attack new problems is the survivor.
4. it is not enough to train for a skill-flexibility job.
5. technical society demands excellence.

G. Socio-economic differences.

1. a democratic society demands that children remain in school.
2. enrichment programs have been geared to a few.

Highlights

1. If you want to keep things going you have to keep everybody in the act.
2. There is nothing pertaining to schools that does not pertain to racial problems (in St. Louis, Missouri).
3. It is not accidental because labor unions want children better educated.
4. In an automated society it is not enough to train for skills—programs must be flexible as living for a paycheck is a necessity.
5. We have a democratic society based on a highly industrial complex and an industrial complex has led to automation.
6. We are no longer seeking population from all other places; however, we are looking to other countries for scientifically-trained people.
7. In an affluent society nobody should starve.
8. Our goal is to train people to fit into a metropolitan complex.

June 20, 1966 (p.m.)

Dr. Mina Morris
Consultant

Provisions have been made for special education programs for the handicapped in all 50 states. Children are identified by State Law. They are open to inspection and must be re-examined at two-year intervals.

Special Educational Personnel feel that they can teach these children. They feel that learning can be done through touch and feel. The goal is to get people to continue self education. If the program is successful, there will be fewer people going into this program. There should be a relationship of inter-action among various agencies.

Special services should be provided that will support positive strengths in the homes. (Guarantee some form of a child's health status.)

Brain-damaged children should not be treated as bad children.

Children do not drop out of school because of dumbness but because they do not like what we have to offer.

Bring in non-school experiences to improve one's culture. Each school system has to adjust to its own culture and needs.

We should work from within a group because the structure and organization is already established. We should work with our strengths. The homemaking area is closer to the home than any other area. We should understand the personality of the individual child. Try to make room for the child who does not understand the facts. These children could teach us something by their cry they might have. Poverty today as compared with poverty of old is different in that it is no longer something of a silent nature.

All recipients of Public Welfare have identifiable incomes. Poverty is not hard to identify. We can have poverty spiritually, mentally and emotionally. To be on Public Aid is not

the only way to be poor. Some people are proud to be poor. We will have to get un-becoming labels off the programs so that people will want to come to them. Stop using the words "disadvantaged" and "culturally-disadvantaged"!

Special Services

There is some relationship between nursery school and stymied intelligence. Assume that a school-system does a very good job of skimming off the students. The first thing you find out is why a child is a slow learner. The next step you have is children who do not get along. Of these special services, non-teaching would include a guarantee of some form of survey of a child's health status. One of the values of the Head Start Program is that every child must begin with a physical examination. Many children have problems in school because they have a hidden physical defect. The object is not to have a full-time doctor but to use state agencies that are medically supported.

The next kind of special services is to understand why a child is showing symptoms of being mal-adjusted. If a child does not come to school it stands to reason that he will have trouble learning. There are social workers that check on attendance. We used to call them truant officers. At the elementary school level we have been authorized to have a pilot program for children who have a problem in social adjustment and not in brain damage. Children don't drop out because they are dull. They drop out because they lose interest. What are the wrong kind of kids? Certainly, not those who have brain damage. To get something done you size up the people in your community and tell them what you need. Unless we understand peoples' feelings about being poor we cannot get very far.

June 21, 1966 (a.m.)

Dr. Mina Morris
Consultant

Impact of Children on Learning

When people get alert, then pressure begins at a State level. When you have programs sponsored by public money, they have to be tied up with the law. These pilot programs have a core of creativeness about them. Many of them will be absorbed by the local school systems for their own programs. Many of the larger schools have been recipients of grants from philanthropic institutions such as the Rockefeller Institute, etc. The schools act sometimes as a catalizer to get things going. The school is a big business and is proportionate to our income. The way this is done depends on local ingenuity. You, as a community and human resource, influence policy.

Human contact in teaching children to read is sometimes the difference. In your communities, cash in on forward groups (Junior Leagues), encourage the people to see the proper consultants for programs that you may wish to set up. The idea of bringing parents into the program to do a specific project is a part of good planning. We share the problems with the parent; we do not hand out the answer. Direct face-to-face contact with the parents is highly desirable. Human contact without embroiling oneself is imperative.

Today, we will be discussing the needs of all children. It takes more know-how to live and survive as a person today. The home and the welcoming of the parents is the most important thing. You don't ask the parents to come in to help discipline their child. Instead, tell them you have an idea that you want to discuss with them. Consult with them all along the way. Then, say, "We know that some of you have private questions you would like to ask."

You have a good liaison person to work with the group. Everything that the children do and don't do keep the parents informed about. It is sharing the problem and not handing out the solution that counts. Reassurance must enter in

somewhere. You respect the parents because you know they have something to offer. Seek and advise but you don't always have to abide by their decision.

Screening needs to be done locally and it is a problem of decentralization. In our particular situation we have a lot of serious problems; we have to be committed to a philosophy. If you are going to stay close to these people you must have day-to-day contact. The ratio of problems in schools is 8-1 boys. Girls are trained early to be passive and we have much aggressiveness. (Reference: Follet Publishing, Abramovitz, Articles on Teaching Guides).

As you get into learning problems, the students will be predominantly male. The term "he mellows me" is an idiom meaning "he gets under my skin and how". (Reference: Perry Pre-school Project 1962-63 occurred in Ypsilanti - Board of Education) We found that the kinds of problems are the problems all children suffer regardless of race, color, or creed. We have to recognize from other studies that the first 3 years of a child's life fits the pattern. You have to get these children early; set up a nursery and primary education. The idea is that intelligence grows in a spiral fashion. It is tied up with sensory motor stimulation. If a child does not get this, he will have problems in identifying and will not spiral as he should.

You must give the child a chance to see, be alert, and to assemble and take apart. A child learns to read from left to right as part of his culture. He learns directions in time and space. Directionality is important in learning. It has been learned as you observe children who do not make progress that language and communicative skills are way down. Some people communicate more with words than others. Talking and listening are skills that have to be learned. Our society will go on record as being the great learners of the reading skills. In our society reading makes it easy to change jobs. Reading is a cultural necessity. Someday you may have to teach them something else. Now, you must teach them reading and cultural survival. This is your job!

Reading is almost the key in the school situation. A child must learn to see big differences and little differences; to read from left to right; sensory motor discrimination is the

ability to distinguish. Expressiveness refers to motoriness. One of the reasons children do not learn is because they do not respond well.

There are problems of all children of meager earnings regarding race, creed or color.

Intelligence grows in a spiral fashion from little to big. It stems from sensory to motor stimulation. Start by giving the child a chance to see, feel and touch. Directionality is important. According to test results language and communicative skills are way down. Talking and listening are skills that have to be learned. Today, reading is a western culture necessity. Reading is the key for survival.

You read about expressive disorder when you read about brain damage.

S O R

Sensory:	a) stimulus	b) sensory	c) input
Organism:	a) association	b) mediation	c) cognition
Response:	a) motor	b) sensory	c) output

Our goal is teaching children simply "to know"! Teach them to have faith. Perception: you need perception. In order for children to learn a book they must have a good ability to hear and see. Sensory puts a premium on hearing and seeing. We call this association. A child can perceive naturally. He can cognate. The cerebral cortex enables him to perceive and appropriate a response which is some form of expressive behavior. It has its roots in motorability.

In active intellect we assume that a child can know and solve problems. Intellect tests like a Stanford Benet are for children. The abstract attitude is the mark of the intelligent adult. Next, we discuss the problem of attention and concentration.

Concentration and attention and persistence (or coping)—listening to what you want him to say rather than what he wants to say. The teacher must not be over-responsive—learn how and when to "tune them out" (Abramovitz).

The teacher must learn to tune out of the child's world at times. We must not confuse hyperactivity with boredom. A bored child can control his activity. Hostile and disinterested—hostile and withdrawal, chronic, depressed.

The activity level is both hyperactive and hypoactive. There are some children who simply cannot "tune out". Don't confuse clinical hyperactiveness with boredom. Most of the programs now are geared to handle fewer than 12 children in one class. A bored child can control the boredom whereas a hyperactive child cannot. (Example: brain-damaged children are in constant movement and can be considered hyperactive.) Apathy and disinterest is found in middle class schools where the teacher and mother are boring-in on the child.

A teacher's biggest job is motivation and this is internal. With a child motivation is external. We motivate him by giving him a reward. With reward comes punishment and ego deflation can be one of the worst punishments. Poor motivation may deal with a low self-esteem. Most of us have succeeded in learning through verbal communication and many of our children do not respond with these tools. They have not been acclimated to all the rules of learning. Oral expression proceeds written communication. We all speak before we read. Children use nouns before they do verbs and conjunctions. Our problem is to introduce the child to the spoken language before we do the written language and to understand his spoken language. In addition to knowing the word, we must tie it up with a concrete object. We have to widen the working vocabulary; we have to have a language between us. Know the labels of things before you introduce it into print. With children they must see, feel, touch, and experience. Communication is through objects first and words later.

June 21, 1966 (p.m.)

Dr. Mina Morris
Consultant

Kinds of children psychologists find educable:

1. Aphasics: one who lacks comprehension or he lacks expression. (can't say door, but points to it.) The minimal brain damage may be included in this group. These children are unable to grasp concepts. They generally have a severe specific learning disability. (They can't read "cat", but can tell of his trip to the zoo.) These children are found in all strata.
2. Emotional: depressed by failure. The school contributes to some of these failures. The child has low self-esteem; is frequently unhappy; and behaves with extreme underlying hostility.
3. Intellectually dull: may have an IQ of 80-100, but does not work with it. These form the bulk of the culturally deprived. This is the group that we can make the biggest dent on. Their problems are survival rather than learning. We need to teach basic skills and try to keep him motivated and stimulated.

Major Psychological Terms

- a. neurosis-anxiety: scared to do wrong.
- b. psychosis-disorganized person: does not see the world in a realistic sense.
- c. character disorders-negative: resistive.
- d. lowered social status with peers and teachers—they are isolated when associated with peers. Many times his peers underestimate his ability and make fun of him. These children tend to feel shame in some things an adult would be proud about.
- e. specific teacher problems—1) a teacher who feels inadequate. 2) teacher has hostility toward children. 3) teacher is uncomfortable around parents. 4) wide differences in social gap.

—A Case Study—

Perry Pre-school Project 1962-63

(Hypothesis)

1. Effects of cultural deprivation on intellectual growth is to limit its development. (Hunt, etc.)
2. Early childhood is a critical maturational phase. (Piaget et al)

(Method)

School organized, school sponsored
Ypsilanti Board of Education
Michigan Dept. of Public Instruction

Research design utilized experimental and control groups:

- a. children were identified as being culturally deprived.
- b. functional mental retardates supplemental funds from Michigan County and State Special Education Department.

Findings in the above study—

1. the student must bring the home into the classroom or he will not learn.
2. every child who enters school should be preceded by parent conference.
3. attitudes of poor people are not more negative than any other people.

Summary—

An effective teacher is one who is comfortable in her own life and does not get so mixed up in her role that she plays mother to the children she teaches. We cannot displace the parent. We must have a private life and be satisfied with it.

June 22, 1966 (a.m.)

Dr. James Abbott
Consultant

Habits and Weaknesses of Speakers

Selection of poor material is the first weakness. In communication, you will have to be able to go in front of a group and perform. You must decide what is their speaking level. Are they divorced people? What is the general age level? Project to the individual rather than inanimate objects. Organize your notes well. Get the group into focus before beginning your speech. Relax and don't be so concerned. Begin with a humorous joke.

Adjust your own vocabulary and speaking to the particular situation. Lose some of your emotionalism and shock and be able to communicate with a literate and illiterate group and be adaptable to change. Vocal monotony does not include a dialect or accent because these can be used to one's advantage. Huntley & Brinkley have helped us considerably in reference to having our notes before us. They helped to abolish the school of thought which made us ashamed to have notes before us. Anyone can tell you how to solve the problem of stage fright.

You may try various remedies but I just say "be prepared" as this is the essence of solving this problem. Even experienced persons will come across this problem. Talk around this problem. You almost have to find your own little secret to solve your stage fright. If you know what you are doing, you will be less nervous.

The second weakness is poor platform techniques which might include some of the following—

1. the chronic walker: you will notice his pattern of walking, become annoyed, then you defy him as the speaker to change his pattern of walking. The end result here is that you stop listening.

2. the chronic swayer: will shift his weight and put his hands in his pockets. Women wring their hands, play with their rings, their hair, etc. The purpose of all this is to abolish any aggravating habits you may have that will keep your group from listening to you.

3. the scratchers: (self-explanatory)

4. playing with keys:

5. playing with your handkerchief:

6. being apologetic: we all must realize that we cannot be conceited to the point that everything we say will be listened to. There must be a change in what you are talking about. When someone is apologetic the listener says, "oh, good! I can day-dream now."

Of all the forms of communication, we pay less attention to conversation. Many do not feel at ease and do not know how to carry on a conversation. The good conversationalists are not born, it is learned. If you are not very good, you will first have to force yourself to take part in one. If you are inhibited, you will have to force yourself to take part even if you have little to contribute. If you cannot talk, at least listen.

Another good idea is to enlarge your storehouse of knowledge. As teachers, I think we are the most narrow-minded individuals on earth. We stay in our profession all the time and refrain from becoming learned in other fields of knowledge. There are many ways to enlarge your storehouse of knowledge—traveling and developing other interests in people. You could find little success in life unless you were interested in others. Work hard to improve your grammar and speaking habits. Speaking involves both oral and physical communication.

You ask, "How do you begin a conversation?" If you have trouble in conversing, ask the other individual about his job, his ambitions, hobbies, etc. Make the center of attention on this person. Keep the conversation moving. This is done by being cooperative and finding pleasant topics from the beginning.

How to Build a Conversation:

1. allow people to finish sentences. We think faster than we talk. Some people we can out-talk. It is a very bad habit to do this. Unless you break this habit, you will be losing your means of communication. If we are going to be working with socially-deprived people, this will make them dislike us.

2. be concerned with others' views and respect their views and try to change the talk.

3. calm your temper. What is going to happen when someone says to you, "You tellin' me what to do?" When you lose your temper, you lose your common sense. Remember, that most of the time you are the foreigner and you must rise above the occasion. If you don't, you will lose everything and gain nothing. If you are going to spend 50% of your time with the underprivileged, then you had better appraise your temper.

4. avoid the "I" complex. The "I" person is resented. These people could care less about the "I".

5. enjoy conversations by sharing.

6. feel as though you are part of a team.

7. "gossip not!"

Men and women in our profession are experts on gossip. Now, in the field you will be going into, what is going to happen the first time you betray someone's confidence? You will lose them. If you start looking for good in people, this will help. If you just keep it for a day, the temptation will lessen and this will help. Most people do not share confidences. You will be a walking encyclopedia, so be careful of what you say. Concerning your particular role, as you work with individuals, be a good listener.

I. Building Your Speech.

A. An effective speech must be—

1. purposeful. Write down the purpose. Don't ramble.

2. easily heard and easily seen.
3. attention-holding. Tell the joke well.
4. animated.
5. well-organized. Don't skip from top to bottom to middle.
6. be sincere with what you say. Listeners can tell the difference.

B. Prepare your speech.

1. consider audience, event, occasion.
2. consider total purpose. Keep it in front of you.
3. choose your topic and stay with it.
4. gather materials related to subject.

C. Organize material.

1. use outline to state points in order.
2. if being quoted, you might write speech word for word, then follow outline.
3. rehearse voice tone, gestures, points of emphasis, and expression before mirror.

July 23, 1966 (p.m.)

Dr. James Abbott
Consultant

The following discussion was held after a series of role-playing incidents were presented. The students who participated besides members of the Interdisciplinary Training Program, were chosen from classes being conducted at a large high school's summer session. Most of the students played a role which was comparable to the one he plays in everyday life.

Summary of purposes, approaches, and comments on role-playing incidents:

1. To get to know a young, retarded girl:

Approach: began by offering child cookies and milk. Then conversing about home, vacation, and games.

Comments: good eye contact was maintained which helped the communication process. The child forgot she was in a performance situation and responded in a positive fashion.

2. To get to know a teenager who was unhappy in school situation:

Approach: began by saying she wanted to get to know him better; discussed what activities he was interested in; asked if he knew what the family living course would be like; asked about family.

Comments: it is well to establish the reason for the visit to put the other individual at ease. A visible feeling of good will was noticed by the boy and class members. The use of some words ("recreation" in this example) might

tend to make it difficult to establish rapport. One should select a vocabulary which the person easily understands.

3. To get to know a late teen who was interested in dropping out of school to earn money:

Approach: began with "I know you are having problems." She inquired about the possibility of extra income from social security which the parents might be eligible for. She mentioned several possibilities of work that could be done on part-time basis while attending school besides offering to inquire about a job for him herself.

Comments: with certain individuals it might be better to let them state their problem. It is a very good idea to be familiar with many services and job possibilities in the community so one will be better able to offer positive help. It might help to either offer to go with the student or make an appointment for him rather than to just refer him to someone.

4. To help influence a potential young negro girl dropout to stay in school:

Approach: asked how she felt about school and teachers; inquired as to the reason she wanted to quit and what she wanted to do if she did quit; stressed the need for an education.

Comments: begin an interview of this type on the positive note. Try to give the student a reason for staying in school that makes sense to her. In an interview, learn to watch for key words which may give an inclination of the student's real reasons. If unable to establish rapport, endeavor to find out if there is another person this person might discuss her problems with.

5. To influence a young white potential dropout whose parents do not work to stay in school:

Approach: inquired as to the reason he wanted to quit school; what his parents did; what he would do, or like to do; mentioned several possibilities which might help him continue his education besides working, mentioned several things he could do after graduating from school.

Comments: In talking to a student about school, it is soon evident that school must offer the individual something he wants. He needs a concrete reason for remaining in school. It is important to ascertain what the true problem is and work on solving it. In this situation the real problem was money, not school. Again presenting possibilities for work now and after graduation is a good idea. One should offer to help him meet his needs or refer him to someone who can.

6. To help an Indian boy adjust to a society which he does not like and to a society which he feels does not like him:

Approach: to get the boy to go to a boy's club. She appealed to him to take his two younger brothers to the club on open house.

Comments: the appeal to the boy to take his two younger brothers to the club is an excellent way to help him get his mind off himself. It might help if it could be arranged to take the boys to the club the first time.

7. To gain the confidence of a young Negro girl who is pregnant and wanting to dropout of school(the girl has not told the woman she is pregnant):

Approach: the teacher used the approach that everything which you tell me will be confidential. She inquired into the reasons why the girl wanted to drop out and what she would do if she had

to drop out. She made arrangements for another conference with the girl for the following week.

Comments: most of the class members liked the "confidential" approach. It is important to break down resistance and establish rapport. If the girl does not volunteer the information that she is pregnant, this means she still lacks confidence in the teacher. It is best to continue to work with the girl until she develops the necessary trust. Don't force a girl to "tell".

Group Work Assignments

1. Identifying Key Concepts with Implications for Action as Home Economic Educators.
2. Personal Interest, Background and Need.
3. Areas of Instruction.
4. Use of a Listening Team.
5. Public Assistance in the Appalachian South.
6. The Consumer, World of the Poor.
7. Theories of Adolescence.
8. Through Homemaking Consultants.
9. An Examination of the Sociological Characteristics of the Financially Deprived.
10. Who Are the Disadvantaged Girls, 16-21 Years Old?
11. Child Rearing.

June 24, 1966 (a.m.)

Dr. James Abbott
Consultant

(a continuation of role-playing incidents)

1. Purpose: offer assistance to a woman with three illegitimate children. The children are talking at school about the many boyfriends mother has at night.

Approach: explaining to mother that her son is having difficulty identifying his role with adults and trying to determine the reason for this difficulty, explains that the child is talking to the teacher and other children at school about things which he observes.

Comments: It might be better to try a more direct approach with this woman and state the problem rather than hinting at it. Might mention that the children could be removed from the home. Try to use language which the other person easily understands. Learn to watch for and utilize key words. (In this case, the word "blab" could have been used as a stepping stone to further conversation about the specific problem of mother's boyfriends.)

2. Purpose: extension agent is trying to form a mothers' club which will hopefully help influence the mother of three illegitimate children to take a greater interest in the environment and proper development for her children.

Approach: she explained she was new in the community and would like to visit for a few minutes. Next, she indicated she was investigating the possibility of forming a mothers' club and asked the woman if there was anything she felt she

would like to know more about. She also inquired as to how she would like the classes to be conducted. The woman was involved because the agent asked her to inquire among her neighbors to see if they were interested in a club. The agent promoted the idea that children imitate parents and adults. This helped provide a foundation for future discussions.

Comments: the agent appeared comfortable in her position. She was specific in her approach and did not attempt to get the answers to all her questions at this first meeting. People are proud of what education they do have and this fact can be used to motivate them into cooperating with programs designed to meet the needs of people in the community. One must remember that just because a person is poor does not mean he is stupid. In working with people, strive to avoid questions which put the other individual on the defensive.

3. Purpose: a welfare case worker asked two women who are on welfare to meet a county extension agent at a church to investigate the possibility of beginning a mother's club.

Approach: began by stating she was glad they could come. Next she stated the purpose of the meeting; then proceeded with getting better acquainted with the women. She asked if the children helped at home with the cooking. She provided material which could be used in teaching the children while mentioning facts about the economical use of powdered milk. (She conveyed this information because they were on welfare) She asked them to talk to neighbors and to take charge of the first meeting. She gave them additional bulletins while relating some of the things which might be learned at club meetings. She offered to provide transportation to those who might need it.

Comments: it is good to get women involved in conducting a meeting; however, one must be certain to stress the fact that it is a simple task which they are already capable of doing. One should mention that help is available if the need of it should arise. The first meeting might have staggered hours so the people who could not get there exactly on time would still feel free to attend. A feeling of mutual undertaking of this project should be developed. If other persons are involved, be certain to give them credit. This can help build a sense of confidence in other agencies which are trying to help the disadvantaged. Giving bulletins is a good way to help people understand what they will be doing in addition to being a good motivational device. Facilities to care for children should be provided if possible.

4. Purpose: to prepare five students who are in the 7th grade for a meal in a fine hotel restaurant. These students have never had this experience.

Approach: teacher introduced herself and began by getting acquainted with the students. She gave a brief background of the program and explained the purpose of this experience. She inquired as to the experiences these students had had with eating meals away from home and had them relate why they enjoyed these experiences. She explored ideas the children had about eating out; established what things they felt they should know before going to the restaurant and passed out a booklet which explained what they would be doing to prepare for this experience.

5. Purpose: to prepare FHA members for a trip to Memphis.

Approach: the teacher explained the purpose of the trip. She asked to have the explanation of the trip

first before answering questions about the trip. The information she gave included such areas as: date, purpose of permit slip, transportation, clothing appropriate for trip, money needed, food, toilet facilities, directions and time for leaving and what would be seen while at the fair. She stressed viewing the FHA booth since these girls might have to do a similar booth next year.

Comments: a permit to attend a function such as this does not relieve the school or teacher from liability even though the parent signs the slip. It is not a good idea to threaten students with the possibility of being left if they are not at the bus ready to leave by a certain time. A different type of punishment would be better. The students were informed as to the important things they should know in order to prepare for this trip.

June 27, 1966 (a.m.)

Peggy Wireman
Consultant

Community Development

Community Development is an organized effort to improve the conditions of community life and the community's capacity for integration and self-direction. (Have people involved; make it organized; this group hopefully improves the community's ability to work with others.) Over 35 countries have community development programs. In the US, there are no national programs except possibly the poverty program found in the efforts of the local Chamber of Commerce.

Attitudes Held by Many Community Developers—

1. tend to take democracy very serious.
2. tend to take the attitude of consensus. Discuss until all agree. If you can pull the group together, you can do better.
3. tend to believe that if you reason long enough something good will happen provided that emotional factors are considered.
4. respect the value of others. They develop an awareness of the complexity.
5. start with felt needs.
6. wide spread participation to get everyone involved. Raises a problem between a small group with a larger group.
7. emphasis on process rather than projects.
8. use of technical advice.

(Example: Hyde Park-Kenwood - Chicago, Illinois)

- A. problem - changing neighborhood, racial integration.
- B. block groups.
- C. conference.
- D. spread of process to other groups.
- E. university.
- F. urban renewal.
- G. How fitted principles, how violated.

Hyde Park-Kenwood was all white neighborhoods with a university atmosphere. Later, their slogan was a stable interracial neighborhood. They made it a place where everyone liked living in the block. Later, urban renewal got rid of bad buildings and removed some of the people.

Discussion: buzz groups. Name example of case where something similar happened in your community, to what extent does the Poverty Program in your area fit this outline? What do you see as the difficulties either theoretical or practical?

How applied to youth and adults—

- a. as future member of a family.
- b. as present youth and adults.

(Future Readings: William W. Biddle & Loureide J. Biddle, The Community Development Process, 1965, Ward Hunt Goodenough, Cooperation in Change, 1963.)

How to set up a "block group": Find out who the people in the community would work well with. Find out what the problems are. Let a block leader be elected. What do block groups do? It varies in the particular situation. Leadership training and backup are important. Saul Olinsky's Theory is that these people are apathetic and you have to break this apathy. He pulls out a problem and keeps attacking it. The Hyde Park-Kenwood district was an aging neighborhood. There were a lot of large high-rise apartment buildings in which lived university students. Restricted covenant: don't sell your house to a negro. (This is actually a clause in your bill of sale.)

Objective

The basic objective of Community Development is to make it possible for every individual to live "the good life" (that is, a well-rounded or wholesome or abundant life) within the framework of a community life that is characterized by a high degree of self-direction and cooperation. The conception of what constitutes a "good life" will vary with the society and culture pattern.

Characteristics

Community Development seems usually to have the following general characteristics:

1. Community development is concerned with all the people of the community rather than any one group or segment of the population.
2. It is concerned with the total community life and the total needs of the community instead of any one specialized aspect, such as agriculture, business, health, education, etc.
3. Is concerned with bringing about social change in the community.
4. Is based upon the philosophy of self-help and participation by as many members of the community as possible.
5. Usually involves technical assistance in such forms as personnel, equipment, supplies, money, or consultation, from governmental or inter-governmental sources, or from voluntary organizations.
6. Implies the attempt to integrate various specialties such as the social sciences, agriculture, education, public health, adult education, city and town planning, social work, etc, for the service of the community.
7. Continues over a substantial period of time. Community Development is not an ad hoc or "crash" program.
8. So far as possible, the program is based on the "felt needs" and the desires and aspirations of the people of the community. In practice, this does not preclude some possibility of what Albert Mayer has called "induced felt needs". However, the philosophy of Community Development emphasizes that community action should be based primarily on unforced consensus of the community or the participants rather than upon the promotion of a predetermined program by a group or groups either inside or outside the community.

9. Is basically democratic in its philosophy. Logically, it is tied up with such ideas as ultimate control by the people, a substantial degree of freedom by individuals and groups, a considerable amount of governmental decentralization, and widespread citizen participation. Probably a national Community Development program would reach its highest degree of effectiveness only in a country where democracy prevailed.

However, no nation has attained the ideal in the practice of democracy; the achievement of democracy is a matter of degree. In practice, therefore, community development programs may be found in countries which would not be recognized as fully democratic by Western standards. (example: by countries where the one-party system or the "popular dictatorship" exists.)

Even in a totalitarian state, impressive programs of "community improvement" might be found, though these might be directed by the national government and carried out with the accompaniment of regimentation and compulsion. To the extent that these programs lacked the elements of decentralization, substantial local freedom of choice, and consideration of "felt needs", these "community improvement" programs would differ from community development programs.

It is reasonable to expect that the closer a country is to a totalitarian or feudal pattern, the less likely the emergence of community development will be in that country.

10. Community Development emphasizes the desirability of decisions on the basis of consensus or general agreement rather than on the basis of sharp cleavages and decisions by close votes which may tend toward lasting divisions between groups in the community. In this respect, community development differs from ordinary political action, where conflict of ideological and interest groups, formal parliamentary procedure, sharp divisions, and decisions by majority votes are taken for granted.

11. In community development, direct participation is normally open to practically any community resident who wishes to participate as distinguished from indirect participation through delegates or representatives. This is a controversial position, however, this position is derived from the common historical and current usage of the term in newly developing countries, where most community development is being done; and it applies also to certain programs called community development in the US and other technically highly developed countries.

If this point of view is accepted, this means that Community Development, as such, is limited to small communities and to neighborhoods or "sub-communities" of cities, where there can be widespread direct participation. From this viewpoint, community development cannot be applied to a large community, wholesale, but only to smaller sections of it. (Conceivably these smaller sections might ultimately add up to the whole city, though it is doubtful whether this phenomenon has yet been seen.) So, also from this point of view community development as such does not apply directly to delegate or representative bodies, such as city governing bodies, chambers of commerce, community welfare councils, or state-wide or national organizations.

It is agreed, however, that much of the spirit and philosophy of community development, democracy, self-help, consensus, and widespread participation, may be and sometimes is found in delegate or representative bodies. However, if all sorts of programs and bodies, on all geographic levels, are to be called Community Development, the term becomes hopelessly vague, and the idea of community development becomes so confused as to be of little practical value.

June 24, 1966 (p.m.)

Dr. James Abbott
Consultant

(The following are reviews given by members of the
Interdisciplinary Training Program.)

A short talk was given to mothers of under-privileged children about table manners. Class comments: effective approach was used in having the parents help the children learn socially acceptable table manners.

Two low-middle class parents were talked with who objected to their daughter taking a home economics occupational class. (Role-Playing) Class Comments: had made an appointment for the home visit. Used terms that the lay person would understand.

"A Pilot Project for Culturally Deprived Kindergarten Children" by Richard C. Larson and James L. Olson was reviewed. Purpose of the study was to measure the effects of a specially designed kindergarten program upon the school achievement of a sample of culturally-deprived children. The results were: 1) curricular and time adjustments do have a measurable impact upon deprived kindergarten children; 2) and the educational impact of these adjustments is most clearly demonstrated by linguistic comparisons of the experimental and the contrast groups.

"Project Misery" by Roger Thorson was reviewed. The children learned what it feels like to be discriminated against by being denied certain rights or privileges for a week. The children would not receive their rights and privileges back until they found solutions to their problems which was an appeal to law and order.

"Education in Depressed Areas" by A. Harry Passow was reviewed. Action guides that the work conference developed were the need for pre-school education for both children and parents; and early intervention programs aimed to promote readiness for formal school instruction.

"Educational Problems of Segregation and Desegregation" by John H. Fischer was reviewed. The focus of sound teaching is on the individual, for education is personal. The individuality of each student must be respected. To achieve equality of opportunity, some compensation must be made to the handicapped.

"Problems of Education of the Migrant" by K. W. Gooch was reviewed. A migrant is a non-settled element in a community. A migrant child is two years behind in education.

"Factors Affecting Educational Attainment in Depressed Urban Areas" by Mariam Goldberg was reviewed. One of the major issues confronting education today is to discover the means by which the school can compensate for the lack of readiness for learning which lower-class children bring to their school work. A great deal is known about the nature of the learning problems in "disadvantaged" areas but many questions still remain and will require systematic research.

"Encouraging Children to Learn" by Dickmeyer and Ritgus was reviewed. Teachers and parents need training on how to encourage the children. This book provides skills in developing techniques to become effective in working with difficult children.

"Upward Bound" is a pre-college program for secondary students to keep them college bound. The goal is to "turn on" the youngster who might be passed by. The program usually is conducted eight weeks during the summer.

(The following role-playing situations were given)

"Selling Herself to a New Class". Interesting techniques were shown such as listing units that will be studied; and show items that would be used in each unit having students guess the name of the unit. Play "human bingo" as a get-acquainted technique.

"Student Who Does Not Want to Take Another Homemaking Class". Class Comment: We need to know how to clarify the opportunities in home economics.

In role-playing situations it was learned:

1. What personalities are developed under pressure.
2. Some habits and weaknesses of self.
3. How we react under pressure.
4. How to listen to key words.
5. How one can become actively involved.
6. How some individuals dislike school because of us.
7. How we have to sell ourselves and our products.
8. How one can capitalize our strengths and realize our weaknesses.
9. That we should know what we have to offer in home economics and why it is effective.

June 27, 1966 (p.m.)

Dr. Sterl Artley
Consultant

**Language Deprivation of Culturally-different Children and
Its Relation to Reading Problems—**

The following observation has been made: Children who had serious reading problems were children who came from a low-socio-economic level. There is a point-to-point relationship between socio-economic and poor reading as we have statistics to prove this.

Language is a learned response. It is innate. Because it is a learned response, it reflects the environment in which it was learned. A great deal of language processes are well on their way to being developed by the time a child enters school. In learning to read, so much happens during the first five years of a child's life.

I. Reading Clinics.

- A. Children with reading problems.
 - 1. come from lower socio-economic level usually.
 - 2. research shows they have a language deprivation.
 - 3. linguistical deprivation sometimes comes from high level class as well as low.
 - 4. sometimes low income not linguistically depends upon parents' values.

II. Language is a Learned Response Which Reflects the Environment of the Learner.

- A. By the time a child is ready for school language learnings are well on their way.
- B. The first 4 years of a child's life are the most important in relation to the child's ability to read.

C. This is affected by:

1. amount of talking parents do to children.
2. amount of reading parents do to children.
3. nursery rhymes parents teach children.

III. Typically Cultural Environment.

A. Low-income families large usually.

B. So many children just too much for parents.

1. some may be parcelled out to grandparents or to other relatives, or other families.
2. Children no longer have the love and attention from parents.
3. they are in an environment where not much attention is given to oral language.
4. sentences are short.
5. language is sometimes bad.
6. rarely exposed to words such as: yesterday, tomorrow, which develop time relationship. Also, little language to develop other word relationships as size, color, etc.
7. if child does ask for privilege he is told to "shut up" with no explanations. Maybe answers are only gestures.
8. much more to vocabulary development than just merely labeling things. (Example: a child needs to know much more than just the word "horse" to have a mental picture of a horse. He needs to know such things as big, little; large-small; spotted; white, etc.. The same thing is true of other words such as vegetable, fruits, etc.
9. parents in culturally-deprived homes do not develop concepts such as white horse/black horse.
10. they also use very poor articulation and endings are left off as are some beginnings.
11. children of cultured homes pick up these concepts naturally, without their being formally taught.

12. deprived homes: compound and complex sentences are practically unknown.
13. books, magazines, and papers are practically unknown.
14. no bedtime stories or nursery rhymes.
15. children know almost nothing about reading, never see anyone at home reading.
16. many in large cities, speak Italian so children have difficulty with English. Even if not foreign the dialect they use seems almost foreign.
17. these children learn early to "tune out" noises, and their attention span is very short.
18. they have difficulty understanding the teacher.
19. unless they do get an early start they will likely never be able to read well.

IV. Children.

- A. Any given 100 deprived children have the same potential as 100 normal children. There are as many average and as many below and above.
- B. Here is where "Head Start" can be important. The Head Start programs will probably show the greatest results of any of the programs. Too bad the program isn't for a full year and then continuous instead of just a summer program.
- C. Well, so what! Now what are we going to do about it? Pre-school and first grade need—
 1. experiences and words that have meanings.
 2. cooperative play where they can learn amenities left and right conversation, conversation on planning what to do.
 3. unless these children are given much help they will never be college material.

2. These children need—

- a. field trips. Many have never been to the grocery store.
- b. puzzles, rhythm, stories, music, singing.
- c. to learn to talk; most have little conversation at home.
- d. these children don't have the capacity to understand the teacher. So many words are merely "words".
- e. teacher will have to work to get them to even talk.
 1. what he does say may be "bad words".
 2. he usually tries to control situations by fighting. He has ideas and feelings too.
 3. these children have not had care and environment to stimulate language usage.
 4. if we don't get to these children by the second grade we may never be able to reach the child.
 5. much of the early work with them has to be oral communication. This is most important when trying to reach the children.
 - a. this means more than just labels.
 - b. it should be to conceptualize.
 - c. the use of words in context, in meaningful units so child knows more than dictionary stock of words.

Work with them in very small groups. A child reared in a typical home will learn that this is not the thing to do. The longer these children go without help the more hopeless the prognosis is. Get to them before they finish the second grade. After the second grade it is no longer a reading problem, it is an emotional problem.

Much of your work on Head Start should be oral language development or communication. Oral language development means more than just giving the child an increase in the number or label of words and their meanings. The processes of conceptualization—the use of words in context being more meaningful units so that the child knows more than what would be merely a dictionary definition. The processes of conceptualization are the processes of generalizing. (example: "dogness", "horseness", "cowness", etc. ref: Readiness book). Many times children will express their feelings more than their opinions.

Summary—

These children are from 1-2 years behind when they enter the first grade and will continue to fall further and further behind unless something is done. Time is of the essence, everything we do must be related to language development. It is nice to play games etc. but time does not permit the doing of otherwise profitable projects.

Since they are already two years behind we must appraise what we do. Will it make a maximum contribution or is it just fun to do? The average disadvantaged child is doomed to failure unless efforts are made to supplement the learning missed. This pays off in dollars and cents if nothing else.

If disadvantaged children are to be competitive, they must be helped to develop language and conceptional values. Schools in general, fail to meet the needs of these children. Pre-schools must continue to offer cultural development in conceptionalization. This must be done in a very short time.

Selected experiences and direct instructions must help practiced skills and introduce new skills. So many of the difficulties these children have, from third grade on, are begun in early ages and must be corrected before the child is in the third grade. Instead of remedial programs we need preventive programs for the pre-school child and should be a part of the complete school system.

June 28, 1966 (a.m.)

Hugh Denney
Consultant

Community Development—Emphasis on People

I. How to Organize Forces.

- A. Before we walk we have to crawl. It appeared that 4 types of clientele were needed.
 - 1. few instructions were forthcoming from Washington. They decided to organize on a county basis. Who would put up the money? Who would spend it? Who would they spend it on? How did they know the needs of the poor? The program represented the poor, but didn't involve them in the planning.
- B. Need an openness and frankness of people for whom they are and what they are.
- C. We shouldn't select the negroes we work with in integrated programs. We must let the negro people select their delegates and we must work with them. The ones we might select might not be the one who adequately represents the negro group.
- D. This holds true for any group with which we work—Indian, Puerto Rican, etc.
- E. Many groups have been fighting poverty for some time; our allies; they are welfare; Red Cross, Salvation Army, etc. These groups should pool their resources and work together.
- G. We need to go past county lines; have county consolidation. Incidentally, maybe get rid of some overlapping county offices.

- H. Adjacent counties should combine to work at this war on poverty. If combined, could share overhead expenses. Maybe larger counties sharing with smaller counties so that larger counties could often carry more of the burden. Combinations are best where there is a common problem. Missouri could have 27 groups of counties and no one have to go further than into the next county.
- I. In Missouri, as in other states there are growth centers; still have towns that are growing. For these, the service areas are reaching out further and further into the county.
- J. Much understanding is needed in the movement to larger units than one county. Young people understand the need of this better than older people.

II. How Do We Involve the Poor?

- A. Employment.
 - 1. we can employ them in OEO offices. The salary scale which Washington has set has been a stumbling block.
 - 2. Leader Aide programs. Where low-income people were hired here the program has been the best. The people who wanted employment were hired and trained in how to visit with their neighbors. Late reports show some things observed. Some aides were finally instructed about hired people's personal grooming standards, wash, comb, clean clothes, etc.
- B. Talking with the poor, in their homes to find out where they want to go, what they want to learn.

III. Self Survey.

- A. Fundamentally to know what people want. Sometimes to want something they must first know that it exists. Need stimulating sometimes.

B. Professional works with some of the low-income instructing in surveying. They in turn visit with their neighbors getting the answers. In Texas County, Missouri, self-survey reached 18,096 with an actual 7,068 individuals being contacted. Women were employed to do the survey, obtaining much information;

1. background.
2. health condition of family members.
3. number of children, pre-school, who might be available for pre-school training.
4. number in family.
5. condition of homes and information about water supply, equipment, etc.
6. what needed most.
7. what would like training in.
8. sometimes these people have to be taught incidentally the things we think they need. They haven't realized they need it.

C. Educational needs.

1. youth of these families are involved in few activities.
2. many parents have not finished high school so cannot advance in job, not all have a job.
3. were unaware that high school equivalent certificates can be had if they can qualify. Or that a short course could be had to gain this certificate.
4. aides can get this information to more people than the professional can. Aides can contribute much to the betterment of the communities.

IV. Implementing Action Program.

A. Where to hold meetings.

1. have them where the people will feel comfortable.
2. have them where people are—the Courthouse is the poorest place to hold a meeting.
3. if having elementary classes, don't hold in the kindergarten department.

- B. Is program already being worked on?
1. some agencies already have on their agendas but back on the shelf forgotten. Some programs or parts of programs.
 2. Many OEO benefits already available but are not being used. When some agencies see that OEO is starting certain phases of the action programs, they remember they have some unused programs gathering dust. Often get these out and get to work on them. Mr. Denney predicts that within 2 years the schools will have as a part of their permanent program, a program for the 4 and 5 year olds.
- C. We shouldn't evaluate OEO strictly on its own program, but on whom it involves and the results.

The problem of education for the mass is the lack of verbal communication. You must show a child in class that he is important. We have an achievement scale. How much time do you spend at the lower end of the scale rather than at the middle or top of the scale. The philosophy of working with the poor is to equate the amount of time we spend with those who do respond in relation to those who do not respond. We should not point our finger at those who do not respond. Giving equality of opportunity does not give quality. The whole purpose of life is doing. There are more lonely, wealthy people in the world. It is their money that has friends and not them in reality. You must show these people: 1) that someone cares, and 2) that someone will help if they will respond. Have as your motto, "Today, I am going to reach out and not up". Every morning you have to start over by looking down. How do you make a window in someone's cubicle to make him see something better than what he already has? You can not do this by giving him money. Money is only one way of help.

When we work with these people, emotionally and mentally, quit thinking like you do. Get down on their level. Low-income people want nothing to do with you if you give them an air of superiority. Show them that you are willing to learn, listen, and discuss.

June 28, 1966 (p.m.)

Peggy Wireman
Consultant

Theories of Group Attitudes—

I. Formation of Ideas about Groups.

- A. We tend to identify with our own group just as a child learns to identify with his family.
- B. We categorize and generalize to form our ideas about groups.
- C. Most "in-groups" often have some feeling of superiority.
- D. It has been estimated that approximately 80% of the American people have feelings about groups that influence their daily lives.

II. Prejudice.

- A. Prejudice is almost a universal phenomenon and has existed in various forms down through the ages.
- B. According to Allport, prejudgments become prejudices only if they are not reversible when exposed to new knowledge and experiences. (Reference: The Nature of Prejudice, Allport, Gordon W.)

III. Four Types of Expression of Known Differences between Groups.

- A. The J-curve of conformity behavior.
 - 1. many groups are marked primarily by the prescription that every member (because he is a member of a group) engages in some particular form of behavior.
 - 2. a frequency curve drawn to the distribution of people who conform to a particular group attribute looks approximately like the letter "J". (Reference: The Nature of Prejudice)

- B. A rare zero differential: appears when a trait ascribed to a group may be rare within the group but does not exist within other groups.
- C. Categorical differential.
 - 1. exists when a single attribute is found with differential frequency in various groups.
 - 2. a group difference does actually exist but people often tend to over-generalize.
- D. Overlapping normal curves: the differences within the same group can be greater than the differences between the average of the two different groups when overlapping normal curves exist.

IV. Prejudice Can Build through the Following Five Levels.

- A. Talk.
- B. Avoidance.
- C. Discrimination (includes attempting to influence others to discriminate too.).
- D. Physical attack.
- E. Extermination.

V. Intensity of Holding.

- A. Many people hold to a belief just because it is the way they were taught to believe.
- B. Some people hold a particular belief because it is what "their group" advocates.
- C. Some people hold onto a belief because it is part of their personality to hate something or somebody.

VI. Prejudice Breeds Reactions—Self-hate, Hostility.

- A. People learn to play a role.
- B. People may learn to give you the answers you want to hear.
- C. If a child is told he is bad, he may begin to believe it and act accordingly.

VII. Dealing with Prejudices.

- A. We can begin to deal with prejudices on an individual basis when we recognize that they exist.**
- B. According to Rosen, we must be at peace with ourselves before we can accept people unlike ourselves.**
 - 1. our personal security gets involved.**
 - 2. prejudice begins early before we have the ability to do critical thinking.**
- C. Realize the potency to words in particular situations.**
- D. It can be easier to deal with hostile situations if we have standards or a stated policy.**
- E. We can sometimes make progress by starting at the top level of least friction in a group.**

Discussion of block groups: suggested guidelines to follow when organizing a block group:

- 1. Contact people who are already working on programs in the community (e.g. persons in charge of community center programs).**
- 2. Use your own knowledge on a professional level and seek out local people in the community to do much of the "leg work" to get a block group started.**

Block groups are based on a fairly formal middle-class oriented organization which may not achieve maximum involvement of the low-income families in an area.

July 8, 1966 (p.m.)

Dr. Sterl Artley
Consultant

Causes of Reading Difficulty—

I. Introduction: Excerpts from Old Time Schools and School Books revealing the moral, Biblical, and morbid tone of reading materials of earlier times.

A. If a child has a visual defect or hearing difficulty, we can send him to a doctor; however, with an intellectual difficulty, we are rather limited in treatment. Do not confuse a child who has a learning problem with one who has an intellectual problem.

II. Intelligence and Its Relation to Reading Difficulty.

- A. Not all slow readers are slow because of low intelligence.
- B. Correlation between reading test scores and intelligence test scores runs between $+ .50$ and $+ .75$.
- C. Variation indicates that there are some poor readers of high intelligence; but we are not likely to have high reading ability with limited intelligence.
- D. Reading clinic shows more cases of average or above-average ability having reading problems than of limited ability having problems.
- E. Slow reader may be reading up to his ability.

You will find more cases of children with average or above-average intelligence than you will find children limited in intelligence with reading problems. Why? Because, like the wagon-maker who oils the wheel when it squeaks, the teacher gives the child attention who squeaks. So, what happens to the very bright child with an IQ of 130? Well, he does

not squeak, so he does not get oiled, or he does not get attention, or care that the other child does. As a result, in terms of his capacity, he eventually gets a reading problem. Teachers on all levels regardless of whether it is a child or an adult, we face the problem of testing their intelligence if they have a reading problem because most of our IQ tests require reading. Consequently, what are you measuring? A test of this nature cannot represent a true intelligence quota. If your IQ test is verbally loaded, how can you get an accurate score?

III. Determining the Intelligence of the Slow Reader.

- A. It is difficult to get an accurate picture of intelligence of the slow reader as most tests used depend upon a reading skill.
- B. When written tests were taped and subject listened to the test, slow readers showed 10 point improvement in IQ scores.
- C. Benet or Wexler tests may be more accurate but must be administered individually by qualified tester.
- D. Some good non-verbal tests are Davis Bells Games Test, Chicago Non-verbal Intelligence Test.
- E. New York is not using IQ tests any longer.

IV. Standard to Determine How Well a Child Should Read.

- A. Mental age of child is determined thus:

$$\begin{array}{rcl} \text{Chronological age} & \times & \text{IQ} = \text{mental age} \\ 8 \text{ years old} & \times & 80 = 6.4 \end{array}$$

- B. Reading age equals reading score (grade level) compared with mental age. Thus, if 6.4 mental age child is reading on appropriate grade level, child is working up to his ability.
- C. Reading grade level represents frustration level, not independent reading level.

The reading level theoretically, should be comparable to his mental age. Reading tests are normed for reading age. A

reading test will usually over-grade a child by one year as a rule of thumb. A reading test puts the child at the level of frustration.

In language and intellectual ability the greatest development of intellect and language probably occurs from birth to age three or four and when one works with a child at the age of four, something can be done. At age six, something less can be done, but not as much as at age four. At the age of eight very little can be done to increase their intellect.

When we evaluate all the poverty programs, etc. the one that will show up as being the most successful is the Head Start program. To get maximum intellectual stimulation, you should work with a child from birth to age 4.

V. Effects of Intervention of Outside Environmental Influences on Intelligence.

A. Case and group studies have been done by Drs. Kirk and Bloom in which outside environmental influences have been brought to bear on deprived and/or retarded children.

B. Results of studies:

1. IQ of children advanced from 8-30 IQ points.
2. conclusions drawn from studies—
 - a. 50% variance in intelligence possible in child up to age four.
 - b. 30% variance in child up to age eight.
 - c. 20% variance in child after age eight.

VI. Implications for Parents to Promote Optimum Intellectual and Language Development of Children.

- A. Provide literary environment by way of reading to child, telling stories, listening to music, nursery rhymes, letting child see parents or others reading.
- B. Provide auditory experiences; talk with child; encourage child to talk, etc.
- C. Provide many and varied experiences as trips to stores, outings, visiting places about town.

July 9, 1966 (a.m.)

Dr. Sterl Artley
Consultant

Reading Problems Caused by Teachers—

The prime cause of reading problems is forcing a child to read before he is ready; lack of reading readiness; being ready to succeed in the reading act. There are many children who will not be ready for systematic reading throughout the first year of school. To force them into reading before they are ready will only make them a retarded reader.

- I. Teacher Starts Reading before Developing Reading Readiness.
 - A. Child lacks oral language facility.
 1. great problem where English is a second language.
 2. English as teacher speaks it, may be almost as hard for child as foreign language.
 3. use of picture story workbook encourages development of language facility.
 - B. Child may lack visual discrimination skills.
 1. needs to be able to distinguish differences as in went, want, then, them, "b", "d".
 2. needs left-to-right concepts: saw—was.
 3. needs size concepts: Cc, Bb.
 4. symbol concepts Dick, Dick, Jane, Dick.
 - C. Child may lack auditory discrimination.
 1. consonant differences m, n; vowels e, i
 2. alliterative sounds, as black bear riding blue bicycle.
 3. final sounds: fox, box.
 4. word games may help.
 - D. Child's background of experience may be inadequate.

1. words are symbols which trigger meaning we have in our experiences.
2. importance of above cannot be over-emphasized.

II. Teacher Fails to Differentiate Instruction in Terms of Needs of Her Pupils.

- A. Teacher who teaches on one level reaches approximately 1/3 of her class.
- B. Problem may be met by grouping within room.
- C. Select materials on appropriate grade levels.
- D. Grade and promote on ability.
- E. Teacher must make effort to recognize unique strengths and weaknesses of each child.
- F. Remedial programs may be fine but a better plan is to prevent development of problems by a continuous program of diagnosis and planning to prevent build-up of many problems.
- G. Fable: The cliff and the fence illustrates the point.

III. Some Pupil Difficulties are Inability to Unlock Words. Four Keys for Key Ring to Unlock Word Doors are:

- A. Analysis by structure.
- B. Analysis by place in sentence-context.
- C. Phonics.
- D. Use of dictionary.

IV. General Comments.

- A. No student is too old to be helped especially if he wants help.
- B. When working on speech problems, isolate one thing at a time to work on.
- C. Many do not hear differences in speech.
- D. Never use the approach that this speech is wrong or right; note that it is different.

July 14, 1966 (p.m.)

Student Union Forum
Dr. James Cragmille
Consultant

HOW TO TEACH THE CULTURALLY DISADVANTAGED

First, we ask, "Who are the disadvantaged?". The major cognitive disabilities of these children are:

1. children must learn to engage in an effective language behavior in a verbal world. The first real head-on collision they have with it is school. We know about differences but frequently find ourselves ignorant of them.

2. children must have a wide variety of stimulation. Lack of this becomes depressing. We learn new things in terms of old things.

3. they need to have teacher experiences with cognitive skills involving abstraction. Very few of their experiences have caused them to think. They probably have a very low concept of cause and effect. They need an easy demonstration involving phenomena. (Example: ask a child to taste a glass of unsweetened iced tea; then, you let him watch you sweeten it, and you ask him to taste it again.) Inference: he must infer a sequence of events which he cannot see. Simple classification which may involve the differences and clarifications.

4. meaningful sequence: how do you do something in an ordinary manner?

Generalized things which should characterize progress for the culturally-deprived child:

1. an emphasis on strength rather than weakness.
2. use of materials which children can use to relate to reality.
3. practice of re-involvement in the home as well as in the school.

4. there must be a respect for the kinds of things done in our cosmopolitan society.
5. a recognition that when you talk about a characteristic of the economically-deprived, they do not apply to all children. In reality, there must be programs to release the potential possessed by the children we are talking about and this will require much more effort of many specialists.

July 18, 1966 (p.m.)

Dr. Arthur Robins
Consultant

(Reference: "Growing Up Poor" distributed by the Children's Bureau, "Low Income and Life Style"). Absence of the father because of divorce, desertion, illegitimacy, accounted for 30% of the ADC cases in 1938; in 1963-64, 50% of the cases. The major reason for the absence of the father in 1938 was death; in 1963-64, 9%. The ADC program is manned by professional social workers. The question is "How do you help people without making them dependent?" Most social practices rest upon personal theory.

Case workers tend to remain in office, making one call a year to families. More calls with an effort to help the people manage their affairs might be better.

Adjustment is a state or process. State refers to needs satisfied, and process adjustment to demands so that we can survive. Connotation referring to positive, or negative response to adjustment results in a person's capacity to meet and cope with changing world.

Six components of adjustment are—

1. Health: maximization of the organism to recuperate.
2. Intelligence: the ability to perceive a relationship among events.
3. Empathy: the ability to interpret the attitudes and intentions of others.
4. Autonomy: the extent to which a person can govern himself.
5. Judgment: the ability to evaluate the consequences of alternate values, or making best choice.
6. Creativity: a capacity for innovating fresh perspective for viewing routines.

Human adjustment consists of activity that tends to alleviate anxiety.

Organistic behavior. Life is a series of problem-solving events. There is a need to establish an equilibrium. (Watson's Behaviorism) Stimuli produces response. Our perception determines response. Behavior is a function of unique perception. Behavior is determined by how the situation appears to an individual. We respond to stimuli by the meaning we give it. Anxiety is a feeling of overwhelming helplessness. (Floyd Allport) Personality is the dynamic organization within the individual of psycho-physical systems that determine the unique response to his environment.

The theory of psychology of adjustment is the basis for social work. There are four steps:

1. unconscious
2. psychoanalysis
3. mental topography
4. defense mechanisms

There are three levels of consciousness according to Freud:

1. conscious: the source of our perception.
2. pre-conscious: things in our past experiences that could be readily made available to us.
3. unconscious: everything we do is not determined by a conscious process.

There are three mental functions of mental topography:

1. Id: represents our biogenic needs; a cauldron of seething excitement.
2. Ego: represents intellectual, rational problem-solving processes governed by the pleasure-seeking ego.
3. Super ego: the conscience ("that mental function that is soluble in alcohol"). The super ego is responsible for the feelings of guilt; no remorse for their behavior.

Functions of the ego—

1. Reality testing:
 - a. evaluate sensory testing.
 - b. poor ego indicative of mental illness such as inability to distinguish whether voices are inside or outside.

2. Preservation of emotional security: operates the defense mechanisms, the way we cope with anxieties.

The difference between a normal and a psychotic individual is their ability to cope with conflict.

July 22, 1966 (p.m.)

Inez Benson
Consultant

There are two great threats to our society today:

1. the nuclear bomb (in the hands of a few).
2. the population bomb (in the hands of everyone)
which, according to President Johnson, is humanity's greatest challenge!

I. History.

A. 1966 is the 50th anniversary of the founding of Planned Parenthood.

B. The first clinic was opened in Brooklyn by Mary Singer in 1916. She was a nurse who worked among the disadvantaged. (Reference: Inter-autobiography) In 1936 the US Circuit Court ruled that a physician could give a woman a contraceptive providing the state did not prohibit it. In 1942 American Birth Control League changed its name to the Planned Parenthood Federation. This organization has grown more since World War II.

C. What do we mean by "family planning"? It is definitely a British term. "Planned Parenthood" is strictly American. "Family Planning" is the use of medical knowledge to help the couple postpone, space, or add a child to the family unit. To me, it is the implantation of intelligence. Man is the only being who can control his progeny.

D. The birth of a child is so important that it should not result out of ignorance, or carelessness. It makes for responsible parenthood and this begins before the child is even conceived. In this day of the "battered child syndrome" this is best.

E. There are three types of children born into the world:

1. planned for and wanted.
2. unplanned for and accepted.
3. unplanned for, unwanted, unaccepted, and neglected and refused.

F. There is an international movement of Planned Parenthood which brings together 45 countries some of which are highly overpopulated. There is also a national program called Planned Parent Federation with headquarters in New York with 120 affiliates. So far, the concentration has been in the metropolitan areas.

G. Today, we are experiencing a mild revolution in birth control. As the public becomes knowledgeable their attitudes change. They generally accept the principles of family planning.

H. There are four reasons why this program is in the foreground:

1. Population explosion. (i.e. a birthquake, a reproductive avalanche) Demography is the science of the study of the statistics of population and a field of study in sociology. This is brought about by man's use for prolonging life; but we are not attempting to control birth and thus throwing nature out of balance.

The world is doubling its population every 35 years. At the time of Jesus when he walked the Holy Land, there were 150 million people. It took over 1,000 years for this population to double. Since that time we have only doubled our population three times. Population compounds itself and grows in geometric proportions. In the US we are doubling every 42 years. We have slowed down. Demographers tell us that in 500 years from now at the rate we are growing, there will be one square foot of living space for every person. Something is going to have to be done. This is one of the greatest problems facing society.

2. Feeding the world. Population is growing at the rate of 2% per year and food produced is growing at the rate of 1% per year. Every year we are adding 30 million hungry people. (Reference: the next 35 years will be a most critical period in history. Unless we do something about it, we

will face disaster beyond belief.) In the US we think this does not affect us. This is wrong!

3. Unemployment, automation, are combined with youth education programs. Take the school situations. The baby boom has finally hit the college level just two years ago.

4. Water and air pollution.

The disadvantaged are the first ones who are hit when critical needs come about. Seventy-six per cent of these people live in urban communities. Precious resources are being used up at an alarming rate.

II. Why Is Planned Parenthood in the Limelight?

A. New developments are taking place in the field of religion as the Roman Catholic Church is evaluating its stand on birth control. The last Ecumenical Council discussed birth control and no decision came from them. In the meantime Pope Paul VI appointed a birth control committee. Recently, they turned over a report and he will make a decision in the fall about birth control. In the meantime the norms established by his predecessors do not believe in artificial methods of birth control. Everyone realized how very serious the situation is in the world today.

III. The War against Poverty.

A. Poverty begins with people. In a family where there are more children than they can support; where there is a limited amount of income, the crux of the problem is that the birth rate is highest among the poor.

B. Families with 1-2 children constitute 8% of poor.
Families with 2-4 children constitute 14% of poor.
Families with 5-7 children constitute 36% of poor.
If the family is father-less and there are over 5 children, 92% are poor.

- C. Dr. Phillip Houser said: to attempt to eliminate poverty without family planning is like a woman trying to mop her floor without shutting off the faucet.

IV. Improvement of Techniques of Family Planning.

- A. Which are more acceptable and which are more effective?

In 1960, the Food and Drug Administration approved the first birth control pill. Today, they have approved 7 different pills and oral contraceptives ushering in a complete new era where birth control is concerned. These pills are 100% effective.

B. Another method of birth control is IUD (Intra-uterual Devices) or IUCD (Intra-uterual Contraceptive Devices.) It is a plastic device that comes in a variety of shapes or sizes and may be used by the woman for an indefinite period of time. Motivation does not have to be present for usage except in the initial time.

- C. Three criteria for a good contraceptive are:
1. harmless—should cause nothing that is toxic nor that will render her fertile, non-injurious.
 2. it must be reliable or efficient.
 3. the method must be acceptable to the woman and to the male as well. On this kind of basis a person can make a determination. You can help them think through a problem.

D. Biological techniques, commonly called the rhythm method is based on the idea that once during the month when a woman can conceive, if you can pinpoint her fertile period, the woman has to keep her menstruation period for six months to determine the longest and shortest cycle and refer to the book to discover when she should abstain.

E. Fertility Tester: is only a glucose test. It is inserted into the vagina at the time of ovulation. She secretes a hormone which contained glucose and this will turn

the litmus paper blue. This is not a safe time. If it stays pink she cannot get pregnant. This method is not too reliable. Some people do not react. Some women may ovulate twice a month, some not at all.

F. Temperature method: the woman takes her temperature every day and charts it. As it drops and comes up again she is ovulating. This is the most scientific method.

G. Lady Session Fertility Clock: you feed it some information, set it, and it will tell you your fertile days and your in-fertile days. This is a good method. Just make sure you don't blow a fuse. This is a \$20.00 gimmick! If you know simple arithmetic, you don't need it. Fertility wheels are another method that is not too reliable.

H. The chemical method is the largest field of family planning. (Example: vaginal foaming tablet. Just moisten with water and insert into the birth canal. It kills the sperm. It is very inexpensive but does not hold up well under heat.) It is called dura-foam.

I. There are also jellies and creams to be used along or with mechanical devices:

1. koromex-A
2. delfen
3. preceptin (the least effective one)
4. aeroted foam called Emko (effective as most)
5. delfen aeroted foam (very good)
6. birth control pills (100% effective)

J. Seven types of birth control pills:

1. enovid (end ovulation)
2. ortho-novum (no ovum)
3. c-quens
4. provest
5. norinyl
6. norlestrin
7. oracon

K. There are two kinds of pills—

1. combination therapy
2. sequential therapy

The difference between the two are—these pills duplicate the hormones of the body. The pituitary gland sends messages to the ovaries not to produce, and you have 14 days of estrogen, then 6 days of progestron which duplicates the natural hormones. Directions: take a pill on the 5th day of your menstruation period and consecutively thereafter for 20 days.

L. Side effects: tend to make some people worrisome; gain of weight. These pills are being used if a woman has had a hysterectomy and they are used at the menopause. When a girl is born, she has any number of underdeveloped eggs. The normal child-bearing period is 20 years. After the menopause there are still many undeveloped eggs. No, it will not delay menopause. We do not think it will prolong the manopause. Research is being done on en-ovid.

M. Mechanical means of birth control—

1. condom, or sheath, shuts out the male cells. The opposite of that for the woman is the diaphragm. It covers the cervix and is used with a cream or jelly. There are two kinds of protection—1) occlusion 2) jelly, creams which kill the sperm. This is still a good method. It is 98% effective. It comes in all sizes. The woman has to go to a physician to be measured for a diaphragm.

The idea of IUCD originated in Egypt with camels. (Example: inserting two stones within the camel prevented pregnancy.) The first IUCD is called the margulis coil. The most popular IUCD is the loop which comes in three different sizes. Also, the bow, which is not too effective. No means by which the woman can tell if it is in place. How are these inserted? Put them out in a linear fashion. They can remain in a woman indefinitely. The degree of effectivity of these various methods of birth control are: in pregnancy you have two kinds of failures: a) method failure. Rhythm method is 65-70% effective; creams and jellies are 80-85% effective; birth control pills are 100% effective when taken as directed; diaphragm is 95-98% effective and the IUCDs—15% of the women fitted with them will expel them. Of the women that retain them, 2% will become pregnant. What is the principle on which the IUCD works?

Here, you have a foreign object; conception takes place in the fallopian tubes. When this is inserted, it sets up what is called a sub-tremor. We do not know if the person gets pregnant at all. In the fallopian tubes there is a mechanical and a chemical reaction that takes place which is sped up so fast. It does go into the fallopian tube, the ovum is fertile and does not implant itself in the uteran wall. We are of the opinion that the second one is the most logical one.

Research with Rhesus monkeys found out that the ovum expelled from the monkeys was not fertile. If the woman is pregnant and has an IUD inserted she may miscarry. Some have them inserted thinking it will cause them to abort. A good deal of research is being done in the field of reproduction. We have come from 10 mg. to 1 mg. in the birth control pills.

Soon there will be a vaccination for women in which they are vaccinated with the semen of their husband making them immune only to their husband for a short time.

Sixty-five per cent of the people who use planned parenthood make only \$75.00 per week. Family Planning is for everyone regardless of income. We are trying to reach the best level; community and health welfare agencies; educational institutions; a lot of professional people; clergymen, nurses, and you people in the Home Economics field.

V. Techniques for Reaching the Disadvantaged.

A. Literature in the pamphlet form.

1. it is given out in 12 clinics per week; 8 more clinics are being created through the OEO.

B. Home Visits.

1. they have proved very effective.
2. to interest the people in this program, ask the question, "Are you planning on having a baby now?"
3. the mothers feel that they can talk freely in their own homes rather than in a strange place.

- C. The informal discussions while having "coffee sips".
- D. Through the use of daily statistics that the Planned Parenthood Association receives: after the mother has 3 children, the Association sends them a letter explaining the services available. (10% respond to this letter.)
- E. Call on them in the Maternity Ward (after 3rd child.)
- F. Films.
- G. Have the poor call on the poor.
- H. Health and welfare agencies.

VI. The Best Way of Getting This Information to Them.

- A. Know the subject you are talking about and believe it.
- B. Do not become involved in their problems; listen and sympathize.
- C. Do not impose "middle-class values" on them.
- D. Be patient, they don't come around overnite.
- E. Do not stereotype them.
- F. Have respect for them.
- G. Communicate with them face-to-face.
- H. Listen to them and act in their interest.

August 2, 1966 (p.m.)

Dr. W. R. Miller
Consultant

I. Changing Technology.

- A. How it is affecting society and particularly education.
- B. Changing technology with its accompanying manpower and economic implications.
- C. Impact on manpower situation, labor supply, labor demands.

II. Orientation and Preparation for a World at Work.

- A. Society's responsibility.
- B. National focus upon occupational preparation.
- C. Education has been challenged to work us out of some of society's problems.
- D. Lots of money being poured into educational tasks.
- E. Government programs for education do not cost; they pay for themselves.

III. Changing Role in Society.

A. Society's responsibility in the past has been taken very lightly. A few years ago we had an economy that could absorb the unskilled. Today, we cannot absorb them and we do not know what to do with them, so in the national focus will deal with this. Educators have an opportunity that they have never had before in resource. Much money has been given to educational tasks. The schools' basic role is that of perpetuating society. Our society is fraught with change. The public school must be flexible to change.

B. Technological change is the change in human knowledge. (Example: our minds are like a cup and when you fill it, it is supposed to last a lifetime.)

C. Dimensions of truth are changing. In the occupational world a man can expect five or six changes through a period of years. This is frustrating.

D. Much of knowledge is altered by time.

E. (Reference: Re-making of American Education. Fortune Magazine, Silverman—"Facts become obsolete and skills wear out. So, what is worth learning? The knack of learning itself!" "Education is a process in a production that opens the minds of man so that he may move from cocksure ignorance to thoughtful uncertainty.")

(Reference: James B. Russell: the force that is re-making the world is logical intelligence. We know of no particular body of knowledge that will develop the ability to think clearly or rationally. The way the subject is handled by the learner can make all the difference.) Subject matter has less value than the habits and attitudes it fosters. The spirit of inquiry is more important—logic over prejudice and bias.

F. Attitudes of respect for knowledge should be fostered by relating knowledge to the out-of-school world. The largest group in the labor force is involved in industry in one way or another. The work habit and attitude patterns develop early. Research indicates that people lose their jobs because of an unwillingness or because of a lack of interest. The factor that keeps one employed is how they relate; how they carry out their responsibilities. A six-months' training program is not long enough to change an attitude problem.

IV. (Reference: Scholastic Magazine: a survey of 71,000 youths was taken and the following results compiled:)

- A. Education for employment needed.
- B. Reason for knowing how our governmental system works.
- C. Some realistic vocational guidance.
- D. Concerned with how they get along with others.
They need more help with personality adjustment.

Preparation for college is necessary and important but should not be the major purpose of our schools. Most youth never see the inside of a college. Out of every ten children in

elementary schools, 3 will not finish high school; 7 will earn a high school diploma and out of these 7, 3 will go to work and the remaining 4 will go to college or some form of post-high school education. 82.8% of the high school youth were enrolled in preparatory programs. Both parents and teachers and students need occupational information. You are not born for one particular occupation.

There are over 45,000 job titles and over 25,000 occupations. The ideal choice results in optimum use of resources and in the labor demand. Youth and adults need more information on which to make their choice of occupation.

Our changing technology has gone through phases of manufacturing, automation, and computerization. The impact of technology on society is great and not too many are aware of it. We have a snow-balling effect—automation replaces people and the jobs they go to usually require more training than the one they left. Ours is not a laissez faire society. Problems in the labor field will not work themselves out by leaving them alone.

V. The Economic Consequences of Changing Technology.

- A. Occupational shifts: you get low-skilled individuals.
- B. Geographical shifts: volume production is necessary for competition and for companies to be willing to move to automation they must be capable to make a large volume for profits. Low-skilled people must move to where the production units are. The low-skilled people are the least mobile whereas highly skilled people are willing to move.
- C. Productivity shifts: GNP is the barometer of the health of our economy. It tells us what the gross value of our goods and services are in our economy.
- D. In 1960 our GNP was 500 billion. There is a definite relationship between productivity and GNP.
 - 1. increase in production manpower 3.4% per year.
 - 2. work force increase 1.7% per year.
 - 3. If you add 3.4% and 1.7% you get the growth in GNP. Economic growth since 1960 is 4.5%. By 1970 you can expect the GNP to be 750 billion. Now, we are already at the 720 billion mark.

VI. US Dept. of Labor Says Manpower Challenge Has a Job Ahead.

- A. Expand and improve training on the job.**
- B. End all discrimination in hiring and using manpower.**
- C. Develop and use more effective placement services.**
- D. Support and strengthen school systems.**
- E. Expand and improve guidance and counseling services.**
- F. Improve health and safety in the work place.**
- G. Develop better national and local information on manpower.**

August 3, 1966 (a.m.)

Dr. Pauline Garrett
Consultant

Three notions of concepts are image, expectations, and setting the stage.

I. Approach.

- A. The approach colors the hearing and sets the stage. May inhibit or stimulate or push the students beyond their stage. This is called non-verbal way of getting to students. Is not always what the teacher says.

II. Participation—Involvement.

- A. As a teacher we have an obligation to change if we want to stimulate others (to help them to change.).

III. Individual Dual Differences.

- A. If we could see ourselves objectively and feel all right about ourselves chances are that we can relate to other people. This notion is the most time consuming, involves more participation, more satisfactions received, and perhaps one of the most difficult of the concepts because of time.
- B. Priorities—values primarily concerning self:
 - 1. knowing: as much of the social sciences, the natural sciences, the humanities, professional education as possible to the end of intelligent, constructive living and teaching.
 - 2. thinking: mastery of scientific method and applying this to the problems of living and teaching.
 - 3. enjoying: finding intrinsic pleasure in nature, the arts, and people.

C. Values directly involving others:

1. cooperating: sharing one's abilities with others in working toward common purpose.
2. loving: learning to love disinterestedly increasing numbers and kinds of people.
3. sympathizing: identifying with the interests and problems of others; feeling compassion for those who are troubled.

The Process of Education

Teaching Fundamental Structure of a subject:

Education would—

1. make more comprehensible.
2. material not placed in a structure pattern is forgotten.
3. allow for transfer of learning (interdisciplinary).
4. allow for differentiation of elementary and advanced knowledge.

Preplanning of Ideas—

1. main idea and understanding.
2. supporting idea and understanding.
3. selected ideas which are quite specifically related to materials and experiences.
 - a. my own experiences.
 - b. working with others' experiences and my own.
 - c. working with resources.

A Point of View in Teaching for Learning—

Perceiving—matter, materials	-	Becomes sensitive to
Behaving—materials, mind, man	-	Makes use of
		Makes choices in
		Solves problems in
		Relates, Generalizes,
		and Thinks
Becoming—mind, man	-	Thinks
		Is

June 30, 1966

Field Trip
Pruitt—Igoe
St. Louis, Missouri

Pruitt-Igoe housing area, located on Jefferson and Cass, is a city in itself. Twelve thousand people live there in 42 buildings 11 stories tall. Mr. Wilbur Long, a negro, is the project director. Fifty per cent of the residents are on Public Welfare. Ninety-nine per cent are negro. Health Education and Welfare funds are used instead of OEO funds. This project of bringing Welfare to the people was started in 1962 with a \$903,000 grant over a three-year period.

Pruitt-Igoe is a public housing project built 14 years ago; rent is determined by the individual family's income; utilities are included in the rent; and the average family income is \$3,000. The total population is 12,000 and some 6,000 are under 18 years of age.

A federal grant was made by the Department of Health, Education and Welfare about three years ago to make a number of services available to Pruitt-Igoe residents. The goal of the project established by the HEW grant is to rehabilitate the disadvantaged families who reside in Pruitt-Igoe.

At Pruitt-Igoe there are 85-100 full-time workers all of whom must have undergraduate status. The case workers must be eligible for graduate school. Supervisors must have a Masters Degree in social work. Five are now working toward MA degrees. One project director is needed for staff plus one for administration.

The focus is on rehabilitation of disadvantaged families with a goal to improve everyday methods of living. There is \$8,000—\$15,000 allocated for each program. The Home Economics program is allocated a supervisor, 3 Home Economists, and 10 Housekeeper homemakers. Group work and community organization are the key programs for Home Economics.

Fifty thousand dollars is allocated for legal aid which also includes court costs for divorces, etc. Attorney services are available three times a week to all residents. Seminars are held for groups.

Dr. Samuel Shepard is in charge of the school lunch program for which \$50,000 is allocated. Lunches are served for 20¢ for those who can afford to pay. Others are provided for.

One thousand five hundred dollars is allocated for family life education services for both low and high-income families. A full-time staff person conducts staff training. One full-time staff member conducts research on the re-evaluation of families. The average size family is five.

The primary goal—to elevate standards of family living—is most often accomplished with a 1:1 contact between a family and a member of the Home Economics staff. Most of the families are referred for Home Economics services on an individual basis by a caseworker.

Group meetings and classes in foods and clothing are also a part of the available Home Economics services. Such extrinsic rewards as door prizes and certificates have been used in an attempt to improve the attendance at group class meetings.

Families who are eligible to receive food stamps are encouraged to participate in the program. A list of suggested stores for shopping is given to the homemakers. Field trips in small groups of five or six are taken to stores where shopping skills are taught.

Harris Teachers College

Ruth Brennan
St. Louis County
Public Health Nutrition Specialist

Public Health people are concerned with attacking the health problems to which people are most vulnerable. These problems often come at times of physiological stress—for example, growing children, women in pregnancy and lactation. Problems

Harris Teachers College cont.

may also appear at times of pathological stress such as in heart disease, diabetes, and cirrhosis of the liver. Chronic diseases appear to be slightly more prevalent in the low-income group.

In nutrition work one considers social, cultural, educational, financial as well as nutritional aspects of recommendations to people. Remember that people are individuals. Be aware of the possibility of imposing your own cultural ways on other people.

Recognize the resources available to a family. For example, iron deficiency in infants and young children is a major problem in this country. However, you may not make a great deal of progress in correcting the situation by advising a low-income mother to increase the amount of meat in the child's diet. A more realistic suggestion might be increasing the amount of fortified cereals which is a less expensive source of iron.

Ernest Jones, Director
of "Room of 20 Project"
in lieu of
Dr. Samuel Shepard, Jr.

The Bannekar School District is one of the leaders in developing educational programs for youngsters and their parents who live in an inner-city. Problems of inner-city education include a high school dropout rate and high crime rate.

Mr. Jones defines the term "culturally disadvantaged" as referring to youngsters who have developed certain attitudes and value patterns that are not compatible with those attitudes and value patterns of the main stream of society. The "culturally disadvantaged" child comes to school with a very "shallow self-image". According to Mr. Jones, it then becomes the school's responsibility to structure experiences to assist the child to gain self-confidence.

Ernest Jones cont.

It is not a warranted assumption to hold that a child has been prepared for school. Many come to school lacking basic experiences or the home environment may even provide a negative stimulation toward school. Often the "culturally disadvantaged" child does not hear formal language in the home. These children often develop a high degree of "copeability" in order to survive in their environment.

Bannekar School District Programs for the "culturally disadvantaged" child in an inner-city setting:

1. The program was started by holding re-evaluation meetings whereby teachers and administrators examined their own attitudes toward the inner-city child. The expectancy level of the teacher can affect the results the teacher gets.
2. Programs were developed to involve parents.
 - a. group meetings to provide an opportunity for the parents to relate to the school in a positive way.
 - b. employed parents as teacher aides.
 - c. parents were given concrete suggestions of ways they could help their children, eg. being responsible for their child getting enough rest and sleep at night, obtaining a library card, etc.
3. Assemblies were held to recognize students who had shown the most improvement and who had shown academic success.
4. The program included setting up study halls in community and school buildings beyond the regular school day. There are economic, sociological, and educational overtones to the complex problems of educating the inner-city child. The "Room of 20 Project" organizes and implements long recognized principles. "Give an effective teacher the size class she can handle, the necessary materials and equipment and given children of average intelligence, they can show a great deal of progress in learning."

**David Mahan, Administrative Assistant
to Dr. Gerald H. Moller, Director
of Federal Relations**

The Federal Relations staff is concerned with programs of federal aid to education. They work primarily with the Economic Opportunity Programs and the Elementary and Secondary Education Act of 1965.

1. The Vocational Education Act of 1963 provides for funds to be given to states for programs at the secondary, post-secondary, and adult levels.
2. The Manpower Development Training Act of 1962 provides funds for vocational training and counseling and literacy training programs.
3. The National Defense Education Act of 1958 provides funds for scholarships, loans to students, and teacher-training institutes.
4. The Economic Opportunity Act of 1964 provides funds for Head Start programs and other "non-curricular" programs.
5. The Elementary and Secondary Education Act of 1965 of which Title I is designated to provide programs in low-income areas. (eg. "Room of 20 Project")

June 30, 1966

Field Trip
Caroline Mission
St. Louis, Missouri

I. Introduction.

- A. Sponsored by United Church of Christ.
 - 1. three buildings, 53 years since started.
 - 2. Motto: "Tambo" ("That All May Be One").

II. Area and Neighborhood.

- A. Size—approximately 30 blocks by 15. The number of people is difficult to estimate.
- B. Oldest section of city.
 - 1. 65-70% of people on welfare.
 - 2. 43% of families have no father in the home.
 - 3. 500-600 wineos and hobos.
- C. Includes 15 settlement houses; 300 churches.

III. Caroline Mission Program.

- A. Phases
 - 1. school
 - 2. summer-drama-workshop
- B. Programs.
 - 1. reading
 - a. reading box on pull wagon.
 - b. reference material to help students with school work.
 - c. use of public library.
 - 2. Tutorial program.
 - a. school age dropouts.
 - b. adults.

III. cont.

3. junior leader program
 - a. ambassadors
4. Nursery school.
 - a. all months except August
 - b. two sessions daily: 8:00-11:30 and 1:30-4:00.
 - c. eight year start on Head Start.
5. Family.
 - a. children's director - "folk singer".
 - b. family counselor.

IV. Advisory Group.

- A. Chauteau-Russell Gateway Council.
 1. made up of representatives of all Federal and local agencies.
 2. one member of each of the above agencies work with mission staff.
 3. this coordination service started 2½ years ago.

Southside Day Care Center
St. Louis, Missouri

I. Data on Day Care Center.

- A. Budget—\$55,000 annually.
- B. Sources of income.
 1. United Fund - 66% of total.
 2. gifts from private donors - used for "extras".
 3. sliding fee scale from patrons.
 - a. fees from \$3.00-\$21.00 weekly.
 - b. in some cases 1st child pays \$3.00, the second child \$1.50.
 - c. fee may be waived for special reasons.
 - d. every family should pay to feel involved.

- C. Enrollment - 50 children.
- D. History.
 - 1. first established as church affiliate.
 - 2. has been in operation 80 years.
 - 3. variety club of St. Louis helped to build and set up present modern building.

II. Types of Children Enrolled.

- A. Preference goes to child who could not otherwise remain at home with parent or parents, (i.e. who would be sent back to live with relatives.)
- B. Children from two parent homes where both parents work.
- C. Either one or both parents in continuing education.
- D. Children with special needs, (i.e. speech, behavioral, slow in developing).
 - 1. these cases are usually referrals.
 - 2. usually have a few blind children.
- E. Special family problems.
 - 1. mother with too many children whose doctor feels she needs help.

III. Involvement with Parents.

- A. Two meetings with parents yearly.
 - 1. social.
 - 2. to acquaint with community resources for help.
- B. Parent picks up child (and brings) which gives opportunity for observations pertinent to child.

IV. Schedule.

- A. Hours: 7:30-5:45 p.m. daily except Sat. and Sun.
- B. Holidays: Christmas, Labor Day, Memorial Day, July 4th.
- C. Hours children attend may vary as parents work may necessitate.

- D. Hours of teachers are staggered to take care of early arrivals and late departures.
- E. Schedule of teachers makes possible acquaintance of child with more than one teacher, and lets teachers know others than those in their special group.

V. Admission Process.

- A. Social worker takes care of intake.
- B. Some children sent on referral from doctors, psychologists, etc.
- C. Each child must have a medical exam.
- D. Only one child started at a time, preferably, unless twins.

VI. Orientation of Child into Center.

- A. First day: parent arrives with child; stays until lunch, shown preparations for rest period.
- B. Second day: parent brings child; goes to hall after a time, child stays through lunch; told to come back the next day.
- C. Third day: parent returns with child and child stays through rest period.
- D. Fourth day: parent may stay very short time but usually child goes on regular schedule.
- E. If usual orientation process is impossible because of job demands, parent brings child in sometime ahead of time to acquaint with center, as some orientation is absolutely essential.

VII. Staff.

- A. Staff members are professional teachers.
- B. Job training corps aide used.
- C. Cook and other workers assist.

June 30, 1966

Field Trip
Kingdom House
St. Louis, Missouri

Kingdom House is supported by 60% United Fund, 30% Methodist Church, and 10% from other sources. There are 1,200 hours of volunteer services. The Neighborhood Youth Corps has involved at least ten girls in the program. About eight of the girls are married and have children of their own. This opportunity will help the girls obtain knowledge which they can utilize in their own situations.

Cooperation between and among agencies is prevalent at Kingdom House. Manpower Act was contributing support for the enrichment program where adult classes are taught and adults are tutored on a 1-1 basis. Development has a branch office in the building. High school students are given assistance in taking tests and hundreds of students go to Kingdom House to apply for or take High School Equivalency Tests. Kingdom House is also a training center for graduate students in Social Work. They also help as volunteer workers.

The building is old but they are creatively using every corner in the building to its capacity. Within a couple of years they will have a new building. The men in charge are devoted to their work. At the age of 12 years, Joe, the assistant director, began following the director around and was taken under his wing, thus getting his start in the work of Kingdom House. They welcome people who want to tour the facilities and see the work being done. Other people were drawn upon to assist where needed because they are willing to help. A neighborhood girl was conducting a tour about the building.

The Child Day Care Center was well equipped. The children were active and content with the many things to occupy their attention. They showed interest in what they were doing. The children have some leeway and freedom as well as encouragement and praise. The children were being loved and some returned this love with hugs and kisses.

Peabody School
St. Louis, Missouri

The school has many devoted teachers who along with the children have to cope with the problems of heat and lack of instructional materials. The absence of some children is also prevalent but the principal was not sure that it would be followed through. Walkie-talkies were used to keep the principal informed especially of thugs that enter the school and may be disturbing. A nurse, speech therapist, counselor, and social worker are also employed to help in this Head Start Program.

There are 275 children enrolled in the program. They represent 4 Catholic schools and 6 public schools. Three extra classes were added because of the large number of children who needed assistance in learning. There are also two Saturday classes and one special education class for the retarded children. The children are all at least two years behind in their achievement. According to Mrs. Alexander, a teacher at Eugene Field during the school year and an instructor of the primary Saturday class since February, a majority of the children are 4-6 years behind in achievement.

A 16 year old boy from Mississippi who had never attended school was sent to her for help because he did not know how to read or even write his name. He could not take a test. In a little more than 6 months Mrs. Alexander brought him up to a 3.5 level. The individual help she gave him was tremendous. He was bright and with the opportunity he learned rapidly. Stephanie was one of the 15 children attending Saturday class during the school year. Stephanie quit school this summer for vacation. Other children also quit because there are only 9 in class now. The children are aware that Stephanie is not there and frequently say, "Stephanie should be here." She had made much progress during the year, but the learning needs to be continuous.

The atmosphere of the Peabody School is relaxed but controlled. The dedicated teachers have a sense of humor; and the children are responsive.

July 5, 1966 (a.m.)

Dr. James Abbott
Consultant

I. Audio Visual Equipment.

A. Overhead projector.

1. is light in weight and can be carried in one hand.
2. by using transparencies you can keep permanent copies of needed materials.
3. the copy can be reinforced with a frame and scotch tape.

B. Tape recorder.

1. use for the slow learner.
2. also aids the bright student.

C. Opaque projector.

1. will reproduce any page of a book on the screen.
2. is a very heavy machine and difficult to transport.

D. Auto-tutor or teaching machines.

1. programmed learning books are also effective for slow students.

E. Small tape recorder.

1. is inexpensive.
2. has eight listening devices.

F. Movie projector.

1. Bell & Howell, model #745.

G. Other audio visual aids.

- | | |
|---------------|---------------------|
| 1. blackboard | 6. photographs |
| 2. maps | 7. phonographs |
| 3. globes | 8. taped lectures |
| 4. books | 9. instructional TV |
| 5. graphics | 10. telecourses |

July 5, 1966 (p.m.)

Dr. James Abbott
Consultant

I. Techniques in Teaching.

- A. Independent study—reaching the individual whole child is hard to do. You may reach him through programmed materials or individual instructions. (Good for slow student)
- B. Block contract teaching—helps each of us reach an individual. The student is given a unit to complete for a certain grade. If he finishes this unit satisfactorily, he may complete another unit for a higher grade.
- C. Lecture technique—weakest of all. The teacher learns more than the students. The teacher is actively involved and the students passively involved.

Summary

Communication is learned and important. In role playing one is placed in situations where nervous tension is created and the person is put under pressure to see if he is capable of quick thinking.

Each person should have a goal for the day's activities. One might start with a daily goal, then a weekly goal, then progress to a quarterly goal.

July 7, 1966 (a.m.)

Shirley Foster
Consultant

Shirley Foster, Instructor in the Parent Education Program in the Kansas City, Missouri, area spoke to the group briefly about the work she and her co-workers are involved in this summer.

Last year in the Kansas City area, there were 200 students enrolled in Head Start programs as compared to 1,500 students this year. Seven Home Economists have been employed to work with the parents of the children in the Head Start program. Three of the workers are from a structured program and four are considered novices. Each instructor has been assigned a 5-7 school work load.

The parent-teacher educators have three goals in working with parents: better parents, better homemakers, and better citizens.

Weekly group meetings are attempted by the workers. At the first group meeting, the main goal was to explain the program Head Start. Additional group meetings are planned to include:

1. Child growth and development.
2. Demonstrations on how to use commodity foods.
3. Demonstrations on laundry techniques.
4. Field trip to the bank to study credit and other money management problems.
5. Red Cross, caring for the sick in the home.
6. Dairy council (film on Nutrition).
7. Consideration of some phase of clothing needs of the family.

Some of the special problems encountered by the Home Economists were serving of refreshments, lack of communication between parents and school, making home visits in the home and in some instances "dress".

July 7, 1966 (p.m.)

Dr. Howard Heding
Dr. Sterl Artley
Mrs. McClure
Consultants

Initial Teaching Alphabet (ITA)

ITA goes back 250-300 years in search to regularize our way of spelling. ITA was originally called the Augmented Roman Alphabet. It was introduced by Sir James Pittman who also later introduced shorthand.

There are 44 basic building blocks or symbols. Of these 44, 22 are the regular Arabic symbols. ITA is not designed to change the spelling of our language. It is merely to help the reader over the roadblocks. It is used in teaching at the initial age. Once a child learns ITA, a slow transition is made to Transition Orthography (TO). There are 250 different ways to spell these 44 sounds.

Research done in the use of ITA is quite extensive. Dr. Helen Robinson of Chicago shows that a child in the first grade taught by the ITA method is much more advanced than a child in the second grade taught by the "TO" method.

In spelling through ITA, there are some words that are similar while others are exactly the same, i.e.

<u>ITA</u>	<u>TO</u>
Port Said	Port Sed
height	hiet
sign	sien

As soon as a child has learned the sound symbols he can write almost immediately. There is no extent to their writing more to their vocabulary. Children that learn ITA can spell in TO as readily as one who has learned in TO. Research proves this surprising point.

July 8, 1966 (a.m.)

Dr. John Voth
Consultant

There are a number of major variables in an individual's ability to learn. Some of the variables are—

1. physical dimensions
2. cultural values
3. scholastic ability
4. psychological variables
5. sociological variables

There are different kinds of learning activity: "Teacher talks"—a function that passes through a verbal bottleneck. Do you go through the verbal screen only or are there other ways? Pupils read, or teacher demonstrates, or you have a dialogue which is commonly referred to as discussion. Then you might have real pupil discussion. You have projects of various forms. The point is this: There is an endless number of learning activities and each one will work differently with each person.

A "real" teacher is outside the classroom learning environment. The teacher "throws" in help to help the boys and girls move in the learning process. The teacher should be the administrator or the manager of the learning situation. Discipline comes from within. Often our students lack interior control.

Goals are long-range and widespread. They are conflicting. How do you develop this type of perception of goals? Where are we going? How do we get there? It is that simple. Next, let them see life. Select a few things in life and do them well. Our goal is to share the experiences about the Culturally Deprived individual; to share thoughts and considerations about their ideas; and to share their aspirations, values, and culture.

The more we grow the more differentiation we see. We see more parts. (example: When you look at a TV set and it does not work, you kick in the screen because you are not familiar with the parts.) Next, we have the inter-relationship of the parts (Stages A-G of Progressive Development.)

At Stage A, the parts are very fuzzy or hazy and as a result we are very independent of what we hear. We accept what the psychologist tells us. Now, we go on to Stage B.

At Stage B, we find independence. The psychologist tells us we bounce between Stage A and B; however, in Stage B we begin to question things a little bit. It is recommended that you let them bounce back and forth.

At Stage C, the parts are still fuzzy but are gradually becoming clear.

Stage D represents a democracy which is formed, i.e. pooled biases, mutual dependencies.

Stage E, the follower.

Stages F and G, "just because I know more than the next person and because I am above average, etc." (distortion). Our development is arrested and we become very small, very humble, and very devoted.

July 11, 1966 (a.m.)

Arthur McArthur
Consultant

——Family Relations——

I. Kinds of Families.

- A. Basic—mother, father, 2 children, neat, clean, middle-class, stereo-type.
- B. Conjugal—urban.
- C. Nuclear—urban.
- D. Kinship—rural.
- E. One-parent family (usually mother).
- F. Kibbutz—Israle community family.

II. Marriage Is a Social Institution.

- A. Matriarchy family.
- B. Patriarchy family.

III. Major Functions of a Family.

- A. Reproduce the young.
- B. Provide for the physical maintenance for family members.
- C. Socialization of the child.
- D. Personality maintenance of its members.
- E. Social and status placement; ascribed role, not achievement.

IV. Role of the Male in Society.

- A. Protect female and children.
- B. Stay with women for sexual satisfaction.

A summary of the dominant trends taking place with the American family in recent years is as follows:

1. Increasing importance of the nuclear family.
2. Transference of functions from the family to the community.
3. Shifting attention to the middle and later years.
4. Declining reliance of the individual upon family controls.
5. The emancipation of women.
6. The rebellion of youth.
7. Greater sex freedom.
8. More and earlier marriages.
9. Decreasing family size.
10. Greater marital disruption.

America's family today is typical of the isolated, nuclear type with relatively few ties to kinship but extensive reliance upon community services with stress given chiefly to affections between mates and personality development within children; with marriages occurring in the early twenties, separation or divorce turned to rather readily, and remarriage involving as many as 1/5 of all weddings; with births limited to about three, but many of the children surviving to the middle and later years, so that the period of the "empty nest" looms large in importance; with individual freedom and personal happiness accentuated over and above family controls, especially noticeable on the part of women and youth; and with rather liberal sex attitudes and a relatively large amount of sex expression outside of marriage.

What are we telling students about values? You have to have your own convictions and impart them. One way is coercion. Another way is a model which they will want to follow. Young people want you to point in a direction they can follow, if they value your model. It is hard to do this without saying, "come on, let's go!"

July 11, 1966 (p.m.)

Arthur McArthur
Consultant

We have structured the family. The agricultural family needs to take care of their family members. This is true of the Royal family, the mercantile family, and the industrial family of the Rockfellers. The more successful these families become the more hardships they encounter. Ambition becomes a handicap and the achieving family a necessity. The power then passes from the family to the producers. The nuclear family then becomes more appropriate and with our mobility we go to visit mother on Thanksgiving, Christmas, Mother's Day, and during the summer vacation.

Harold Christensen gives us four basic social trends which affect the family:

1. Technological Revolution: The average middle-class person enjoys a better living than former Kings and Queens. The steam engine brought about a decline in home production, most things are not made in the home today. We have railroads and mobility, people move. With the decline of home production and mobility we have destroyed the Kinship family.

2. Population Revolution: Population has slowed down in our country. With the accepted use of contraceptives the families are smaller. Children and property are two things which hold a family together. In the case of a divorce the main damage is done to the children before the divorce is granted.

3. Democratic Revolution: Mr. McArthur feels that very few people are really democratic. Democracy in the family is on trial. The mainline families in Philadelphia encouraged family members to make decisions to hold family ties strong—familism.

4. Increased Secularization: We don't have as much fear of Hell or "life after death" today. Religion has become more personal. Divorce is now permitted. Ministers will counsel with families about divorce.

July 12, 1966 (a.m.)

Arthur McArthur
Consultant

Status in the family is less important now than earlier. There is an increasing number of older people in our society. Divide up functions of the family in a pie shape to represent the rural economy. The following five classical functions of the family were managed in the home—protection, religion, education, recreation, and economics.

We use the wheel to represent the nuclear family which goes out of the family into the community from the hub.

1. protection—police, firemen
2. religion—family goes to church activities
3. education—into the community to school
4. recreation—little league, swim, 4-H
5. economic—go out to buy food, clothes, and services

We become a part of the wheel. What is this thing in the middle? A film was shown with the center flying apart. This center, or hub, must be somewhat of an interpersonal boundary with personal maintenance and child socialization tied up here. The family is not weak as long as the hub holds out. As soon as the man goes to work in the community, this falls apart.

How does this affect the role you play? It is very important for you to identify with your role. You play several roles here—student, mother, lover, wife, and many others. Your role is related to the climate of the role you see yourself playing such as disciplinarian, friend, leader, and teacher.

Every two people in a family have role relationships such as husband and wife. The man will tell his friends that he has a farm, house, car, wife, and children (all possessions).

Equality is a touchy thing. The husband-wife roles are in a state of confusion in our society. We will test out your own feelings in these areas. We will examine two kinds—traditional and equalitarian.

The traditional family is a carry-over of man passing on property from generation to generation. The roles are defined or ascribed. They are very definite and clear. The man is the ultimate boss. He has certain tasks such as bringing in the money, making family decisions and important disciplinary acts on their children, and represent the family in the community.

The equalitarian family is emerging in our society today. The roles are un-defined. There is a sense of sharing, group action, democracy, and appropriate things to do.

McKinley lists five social classes:

1. Upper Class (1-2% of the population): Occupation - major executive, ambassadors. Symbolic-gracious living.
2. Upper-middle Class (10-15% of the population): Occupation - minor business executives and teachers. Symbolic - career orientated.
3. Lower Class (20% of the population): Occupation - erratically employed as an occasional laborer. Symbolic - kicks.
4. Lower-middle Class (22% of the population): Occupation - bookkeeper, photographers, and clerks. Symbolic - top value is on respectability.
5. Working class (46% of the population): Occupation-electrician, bus driver. Symbolic - get by, security seeking.

July 12, 1966 (p.m.)

Arthur McArthur
Consultant

- I. Social Classes Are Based on Objective Composite of Variable Measurements.
 - A. Type of dwelling in which people live.
 - B. Occupation.
 - C. Education.
 - D. Religion.

- II. Research Evidence on Different Styles of Family Life Is More Prolific in Comparisons of The Middle and Working Class.
 - A. Middle Class.
 - 1. professionals (white collar workers).
 - 2. sophisticated, well-educated.
 - 3. socially-skilled.
 - 4. very active in social and civic organizations.
 - 5. traditional role of wife.

 - 6. good behavior in children.
 - 7. home ownership.
 - 8. church members.
 - 9. strong, stable family-center life.
 - 10. traditional role of husband complements that of his wife; patriarchal.
 - 11. equalitarian relationship.

 - B. Working Class.
 - 1. manual workers in semi-skilled and skilled jobs, "working class".
 - 2. chief function is to care for children and maintenance of house.
 - 3. man provides for his family.
 - 4. dominant motivation is to "get by".
 - 5. values a steady job but often migrates.
 - 6. role of the man—a job is work not a career.
 - 7. reads less; uninterested in public affairs.

C. Similarity of low and middle classes.

1. both prepare their children for marriage and occupational adjustments, values are differently oriented.
2. both will give material and emotional support to children as they leave home (work, marriage).

III. Child with One Parent.

- A. Human being is a creature who must have a father and a mother in his life, and will create one if necessary.
- B. The mother can maintain a wholesome environment so he can create a wholesome one in his own image.

Personality is built on a sociological, physiological world. All build on one another. We like to think we have some influence on the child by all as each is too complex to unscramble or separate from one another.

Instinct is a complex response to a complex situation that does not have to be learned. Never use the word "instinct" when referring to man. Man has reflexes, not instinct.

July 13, 1966 (a.m.)

Arthur McArthur
Consultant

I. Central Problem of Adolescence.

- A. Values are confused.
- B. Youths interpretation misunderstood.
- C. Insecurity.
- D. Concern of education for life.
- E. No means to respond to pressure in society.

Note: One of the most short-sighted aspirations for the youth today is that we tend to make them in our own image. Adults protect them from risks and disappointments in meeting failures. Adults desire a more developed human being than themselves.

II. Periods in Today's Youth.

- A. Apprenticeship.
- B. Rebellious period.
- C. Cool period.

III. Core of Sex Education.

- A. Adults should not set up rules and regulations. Adolescence should be guided and taught how to develop a healthy body and how not to exploit sex. Develop an attitude and think ahead and put sex in its proper place in life.
- B. Achieving emotional independence of parents.
- C. Selecting and preparing for occupational and economic independence.
- D. Preparing for marriage and family life.
- E. Developing intellectual skills and social activities necessary for civic competency.
- F. Developing a workable philosophy of life that makes sense in today's world.

Perversion

"Just as all is not gold that glitters", so, too, everything that looks like sex is not sex. I believe that Freud failed to read correctly those kinds of human behavior in which sex is a disguise of other motives. In such instances, sexual action turns out to be merely the instrumentality for the discharge of aggression and competitive power-striving.

I cannot agree with Freud's definition of perversion. It is my view that any form of sexual act, including the heterosexual one, can under special circumstances represent a perversion. My criterion for perversion is a simple one. It is the perversion of a relationship from its primary purpose of love to purposes of mastery, enslavement, or destruction of the partner. I believe that human relations are degraded when a dichotomy between sex and tender sentiment sets in. The capacity for love is not a late development in the Oedipal phase of personality, as Freud believed; rather, it exists de novo in the newborn infant. The tender response is there to begin with; it becomes crushed and twisted secondarily, as a consequence of sick family relations.

(Nathan W. Ackerman, M. D. - from the foreward to "Preconscious Foundations of Human Experience", by Trigant Burrow.)

Child & Family/Fall 1965

July 13, 1966 (p.m.)

Arthur McArthur
Consultant

Some sex differences—

1. physical: appearance, pitch of voice, beard, strength, rate of growth (girls are one month older at birth and two years older at age 13. By age 24, boys have caught up.)
2. culture expectations:
 - a. man is more aggressive.
 - b. man is more logical.
 - c. women work faster.
 - d. women live longer.
 - e. different emotional pattern.
 - f. women more status conscious.
 - g. men enjoy physical activities.
 - h. women have more endurance.
 - i. women are more jealous.

A successful marriage should have—

1. mutual compatibility.
2. common interest.
3. common way of solving problems.
4. long-run sex compatibility.

When should sex education begin?

1. at home: the way a child is made to feel about his own body.
2. how he is taught to feel about how the mother feels about herself as a woman.
3. when children ask questions - answer the questions that are asked in a direct way, no more.
4. feelings: adult attitudes toward a child's masturbation may cause frustration and cause the child to become afraid to communicate.

July 14, 1966 (a.m.)

Arthur McArthur
Consultant

The ultimate objective in sex education is to understand and put into proper perspective sex as a part of our total person.

Part of sex education is to recognize the different ways men and women respond to sexual stimulation. Part of the sex education is to learn the response pattern of both girls and boys. The sexual response of the girl is more generalized. The sexual response of the boy is more expressive, more easily aroused and is more intense. The experience of sexual activity is compared to a boat riding down a river and approaching a waterfall and going over. Actually, going over the waterfall is interpreted as the sex act itself. Our objective in sex education is to understand and put into its proper perspective of sexuality.

We begin with a newborn infant accepting his body, experimentation, playing doctor, etc. What do you do when you find your child playing doctor with neighborhood children? It is not good for children to explore each others bodies compulsively nor is it good hygiene. Let it run its course. Do not give children the feeling that exploring their body is the same as any other ordinary activity.

For a child of any age to grow up and not see the other sex can be very detrimental. It is worse to be a little too rigid and a little too modest rather than a little too free. There is a difference between natural, normal exposure and peeking. Girls need to have a better understanding and less fearful approach to sex. Rule #1: Don't withhold facts or knowledge. Knowledge is the best assurance of the healthiest sex attitude. Knowledge will satisfy curiosity. A teacher in sex education should not attack something she feels uncomfortable with. Give the children the attitude that sex is managing sexuality.

Pre-marital sex. When a high school student asks you this—"Is pre-marital sex advisable?" What will you say? Never make the decision for the person asking the question by saying a direct "yes" or "no". First, determine why they are asking the question. This is the key to the whole thing.

Through the years other kinds of things sex education has to face up to are:

1. playing doctor: when it reaches the point where young children explore each others body compulsively, it is time to bring in some diversion to keep things from going further.

2. when children in a family grow up and see each other naturally, when being bathed in the bathroom, etc, they think nothing of it. Time will come when a child wants his own privacy and will close the door.

Modesty and experimentation have to be approached with care. It is worse to be too rigid than to be too free where there is both boys and girls. It is much easier to give better understanding and less fearful approach to sex. Knowledge encourages healthy sex attitudes. Sex is a matter of managing attitudes. Dr. Caldoran says sexuality is something we are. Most of the discussions about sex is on something we do.

A child is asking questions about sex because he wants to know if the teacher has already made up her mind about the question. Then, you tell the students that if they want a personal opinion, yours, (then, give it to them). Of course, we must realize that if a teacher advocates pre-marital sex, he will lose his job promptly and be booted out of the school.

The human being is a thing which you use as a "thing". Do you believe that? If you can use someone to increase your power, you do it. Dr. Eric Fromme says we are occupied with death. We are afraid of life. If we have this "thing" oriented into life, we use people in sex; otherwise, we are careful. If you want something, what reason is there for not taking it? Some people raise this question on necking. We are also told that if we have a strong feeling about something, we have to get it out—do something about it!

We don't individually, but we are part of the society that does. If we work with young people, we are going to make inroads into their attitudes about sex without ever using the word at all. We may or may not give out contraceptives but we should give out information about them. (Reference: Havvinghurst, Character & Development)

Character Type

Developmental Period

amoral
expedient
conforming
irrational-conscientious
rational-altruistic

infancy
early childhood
later childhood
later adolescence
adulthood

Our purpose not to make the decision for them but to present to them the high value system that represents a better life and yet at the same time get away from implying to the student that the question should not have been asked. You must face these questions as real and be very honest. Young people desperately want adults they can talk with.

July 15, 1966 (a.m.)

Arthur McArthur
Consultant

Knowing the Disadvantaged vs. Working with Youth and Parents

Parents are confused as to how strict to be; how permissive; and what behavior is acceptable. They now have less control but as much responsibility. The needs of parents are as follows:

1. reassurance that they are going to be loved by the child in spite of restrictions and punishments they impose.
2. sense of appreciation for their sacrifices and efforts.
3. approval of society that they have done a good job.
4. sense of fulfillment in that there has been a continuity of life.
5. a life and interest apart from their children.

(Reference: Frank Reesman - The Low Class parent tends to use punitive measures of punishment whereas the middle class tends to use withdrawal of love.) The flow of love between two people is supposed to be consistent. What do you owe your parents? Children maintain the values of their parents even though they tend to drift off into deviant groups. Appreciation from the child is not to repay you but for your own satisfaction.

It is possible to effectively work with people whose values are different than yours, but to bring about beneficial changes you must understand, recognize and respect their values.

Compulsory education gives school personnel a control over many aspects of a youth's life that they should not have, and that is often abused.

July 15, 1966 (p.m.)

Arthur McArthur
Consultant

I. Buying Practices of Families.

- A. David Caplovitz: "The Poor Pay More".
 - 1. exploitation of the poor by businessmen.
 - 2. psychological angle: to buy something wanted and/or pretty, may be more of a need than something practical.
 - 3. middle-class view of this "unwise buying", because they are poor, they should be better than the rest of us.
- B. Frank Reesman.
 - 1. poor need respect and empathy, more love.
 - 2. difficult to empathize if one feels presence of great differences (McArthur).
- C. Maslow's hierarchy of needs.
 - 1. basically all people are alike.
 - 2. educability of children.
 - 3. christian approach.

II. Focal Concerns in Low-Class Culture.

- A. Trouble.
- B. Toughness.
- C. Smartness (outwit).
- D. Excitement (thrills, kicks).
- E. Fate.
- F. Autonomy.

July 18, 1966 (a.m.)

Dr. Arthur Robins
Consultant

What is social work and social welfare? We have six different institutions, each having a function and a need.

1. Social: to give emotional shelter, appropriate the race, and socialize children.
2. Economic: the way our culture decides our needs for goods and services should be met. In our culture people go to work, get paid, then buy goods and services.
3. Health: hospitals, etc.
4. Religious: churches, etc. meet our spiritual needs.
5. Educational: schools.
6. Recreational: meet our needs for activities.

Well, where does social work fit in? When one of these institutions does not fulfill its needs, society gets concerned. Social welfare comes into the picture when these institutions do not meet the needs of the people, (example: children whose needs are not being met because they do not have parents.) Sometimes we have parents who are inadequate, then we have foster welfare homes.

When economic institutions are not working effectively, we have the social security program. The causal factor for the mal-functioning of these institutions could be many things. When social welfare institutions get established, they become so much a part of our economic institution. In charting our economic problems, we have an interjection of purchasing power.

English Poor Law: (1601) set the pattern for late government programs and established codes for handling destitute: the able-bodied poor, unemployed poor and dependent children.

The stages of development in child welfare are:

1. workhouse - cornerstone of virtue. You either work or go to the workhouse.
2. apprenticeship.
3. almshouse.
4. homes with regard to problems on special needs (example: foster homes, crippled children's homes).

The Almshouse care for dependent children and was the next organization. There, the children were thrown in with the undifferentiated poor. This was considered to be a very economic institution. The poor house was the way to handle children for almost 100 years. There was no thought to rehabilitation. Just take care of them as cheaply as possible. Gradually, there was an exodus from the workhouse for children to orphanages which started in the early 1900's. The mentally-ill adults were the last to leave the workhouse as a group. Many of these early child-caring institutions were established by religious institutions. Next, we have foster homes which first appeared in the later half of the 19th century.

Foster Homes: At this time there was an extensive migration to the Midwest. (Reference: Thurston - The Dependent Child). In the beginning of the 20th century all these forms of care existed and there was great concern for the lack of supervision and provision for children. At the White House conference in 1909, it was determined that home life is the highest and finest production of civilization and children should not be deprived of it except for urgent and competent reasons. All child-caring agencies should be under State inspection and approval.

These federally-supported programs demand certain provisions that the State has to conform to. The state has to participate financially (this eliminates politics). The confidentiality of the records had to be maintained. Merely because these people were to get unrestricted money payments, this in itself, made just one of the important provisions.

This helps in the rehabilitation. They must be trusted. The right of appeal is another revolutionary provision. They could question what the agency was doing.

July 19, 1966 (a.m.)

Dr. Arthur Robins
Consultant

Anxiety

Anxiety is a state of apprehension and tension which arises during motivation adaptational conflicts. Some emotional symptoms of anxiety: withdrawal, worry, pre-occupation, loss of appetite, loss of sleep, clammy hands, etc.

I. Types of Anxiety.

- A. Objective: source is external.
- B. Neurotic: free-floating and phobic reactions.
- C. Moral: a feeling of guilt.

II. Functions of Anxiety.

- A. Adrenalin in system (as in fear).
- B. Physiological ability to act.
- C. Immobilizing: freeze reaction.

III. Defenses Against Anxiety.

- A. Repression: an individual unconsciously protects himself from the anxiety that it pursues. It is not a good coping method. It is compared to a dam. The water keeps building up.
- B. Reaction formation: unconsciously a person protects himself from the anxiety that would result if he would be aware of the unaccountable strivings; over-protectiveness of a mother for her child can deprive the child of activity normally available to one his age.
- C. Projection: a person avoids recognition of the situation. The paranoid person has hostility

III. cont.

- C. towards others and protects himself from these people by attacking them. The advantage of projective defense prevents the person from becoming anxious. The paranoid person can be extremely dangerous and it is best to dis-associate yourself with them.
- D. Displacement: one avoids the anxiety that would normally come by displacing it or expressing it toward another object. (Example: a man is angry with his boss; he comes home and takes it out on the dog, or on his wife.) Displacement is good as it relieves the anxiety.
- E. Rationalization: is associating with intelligence. The need for your defense arises from the fact that we all think that we are reasonable human beings. When something happens or when the situation threatens to develop within us that we are not rational, we develop reasonable explanations for our actions. Rationalization is very common among minority groups. The trouble is that people tend to strip you of it. Then, you must do something else.
- F. Sublimation: awareness of infantile strivings. (Example: the basic drives of an artist. Sometimes art work comes as a result of infantile feces-smearing.)
- G. Identification: a person defends himself from the other defense mechanisms by identifying. (Freud: a boy takes on the standards of society as they are transmitted to him by his father.)

A knowledge of defense mechanisms is good, and the ability to identify it in other people is essential for people who work as case workers, etc. Interpret and be aware, and always use caution.

July 19, 1966 (p.m.)

Dr. Arthur Robins
Consultant

"Growing Up Poor" is a booklet which reviews 181 research studies on poverty. It may contain some discrepancies because of the many authors and their definition of terms. Tests of significant difference were used to determine whether the difference between groups, such as the poor and non-poor, was caused by chance or their authoritarian principles. The findings tend to become accepted because of what the majority feel.

The culture of poverty is composed of a design for living, traits and institutions. There are many sub-cultures of poverty including immigrants of different ethnic origins, poor because of the length of time they have been in poverty, and those classified as poor according to their parents' occupation.

There is no satisfactory definition of the poverty level although a majority of studies use \$3,000. An elderly couple in California had a yearly income of \$2,000 and were helping their children basically by owning the homes of the children. This was possible because of low aspirations, simple needs, and little entertaining.

According to the 1960 census—

- 17% of all families with children were below \$3,000 income.
- 40% of all white families with children were below \$3,000 income.
- 47% of all non-white families with children were below \$3,000 income.
- 81% of non-white families with female heads were below \$3,000 income.
- 57% of white families with female heads were below \$3,000 income.
- 11% of white families with male heads were below \$3,000 income.
- 38% of non-white families with male heads were below \$3,000 income.

68% of white rural families were below \$3,000 income.
53% of white urban families were below \$3,000 income.
89% of non-white rural families were below \$3,000 income.
79% of non-white urban families were below \$3,000 income.

One of the desirable points regarding behavioral patterns is a good parent accepts the fact that a child's behavior is not an accident but a result of the kind of experience offered by the parent among others. They find in low-income families that misbehavior is regarded as something that is bad if it has a bad outcome. (Example: if a child gets caught stealing, this is misbehavior.)

2. Next, the parent realizes that life is a series of problem-solving events and that for the child each stage brings new tasks and the child must gradually work through each one. Among the low-income group, we have lack of goal commitment. The main objective of parents here is "keep out of trouble."

3. Child-rearing patterns are a relative sense of coping and not handling the child's behavior. The healthy parent knows what he is doing; that he has some assurance of what he is doing. In the low-income families we find a sense of impudence.

4. Discipline is chiefly verbal. More emphasis on rewarding good behavior than punishing bad behavior. In the low-income group we have a more primitive reaction to children.

5. Democratic rather than autocratic method of dealing with children. This is the idea of the companion type of family.

6. Authoritarian method: father is a figurehead and allows mother to administer all discipline.

7. Intimate, warm relationships by the child and parent. Parents are not afraid to be themselves; to like the child. In the low-income group we have large families, abrupt early yielding of independency.

The poor are a diverse group. A social worker looks at two characteristics: 1) motivation for change 2) discomfort and pressure to change (is it self-directed?). Also, elements of capacity: intelligence, physical, mental. In the poverty program when dealing with low-income families you cannot use this method or orientation.

Another type of conducive child-rearing pattern relates the following: (conductive vs. low-income group)

1. New experiences vs. mistrust. This may be a defense mechanism but for what purpose? Protection of their pride? We all resist change in many different ways. We have anxiety about what change will bring so we develop cynicism (there is no way out of this so why are you bothering me?
2. Freedom of exploration (of children who are educationally achieving) vs. limitations of exploration.
3. Forms of stimulation reacted to vs. no reaction.
4. Goal Commitment vs. fatalistic attitude.
5. Occupational success of parents (children have something with which to identify) vs. occupational failures (Reference: The Magical Years by Selma Freiberg - book on child development.)

July 20, 1966 (a.m.)

Dr. Arthur Robins
Consultant

I. Process by Which A Social Worker Helps People.

A. Help people solve problems.

1. social disfunction: playing social roles.
 - a. preventing.
 - b. restoring.
 - c. enhancing.

B. Social case work.

1. study.
 - a. clearly define presenting problem.
 1. treat as some effect or outcome brought about by an antecedent.
 2. establish complaint which may or may not be basic.
 3. the nature of the problem: how long has he had it? What has he tried doing about it? How has it worked? What can he see you doing for him? What can you do for him?
 - b. collect all relevant data.
 1. relevant data is the theory you hold as a possible problem.
 2. what accounts for the problem? (Example: inability to perform work.)
 3. theoretical frame of reference as to what brings about the problem.
 4. your theory comes from the theory of human behavior that you subscribe to.
 5. data gathered mainly in interviews.
 6. need for focus to help mobilize capacity for study.
2. diagnosis.
 - a. putting together data in a cause and effect relationship.

- b. make a simple statement of diagnosis.
- c. kinds of diagnosis:
 - 1. dynamic - cross sectional view of social, physical, and psychological forces acting to produce an effect or problem in social living. Most important and beneficial type of diagnosis.
 - 2. clinical: label or fit a person into a classification as psychopath. Not too important to the social worker.
 - 3. etiological diagnosis: longitudinal view over the whole life history of an individual. Freud: importance of early experiences. Current experiences are also important. They can change present behavior or situations, but past experiences cannot be changed.

3. Treatment.

- a. hospital regiment: institutionalization.
 - 1. classification.
- b. treatment of remedial measures.
 - 1. environmental situation.
 - 2. need economic opportunity which may be part of the individual's problem.
- c. professional relationship with objectivity and focus that is not present with friends.
 - 1. help client focus on the problem.
 - 2. help client participate.
 - 3. relate to client to help lower anxiety. Many tend to repeat behavior that is not problem-solving.
- d. level of adjustment may be a calculated risk.
 - 1. changes need to be functional.
 - 2. some people adjust to changes, others find disorganization during this period.
 - 3. ex: wife improves housekeeping practices and husband is left high and dry and has to find something else to criticize.
 - 4. complementarity in marriage: A picks B, A has needs met by B and in the process A satisfies the needs of B.

4. Techniques.

- a. environmental manipulation or modification.**
- b. supportive measures to relieve anxiety.**
- c. directly influence the behavior.**
- d. reflective discussion of clients situation.**
- e. help client see consequences of a lternative action.**

July 20, 1966 (p.m.)

Dr. Arthur Robins
Consultant

You must have an open mind when trying to understand people and their troubles. You must know enough about formulizations in order to diagnose. A second approach is to work down one's repertoire of diagnosis. It is a dynamic process. You must be conscious of the whole picture and of the needs that must be satisfied.

Stages of the family cycle are adolescence and adulthood. Early marriage in the modern family is really a shaky institution in relation to what it used to be. Margaret Mead says the modern family has not lost its moral fibers but has lost its grandmother. Fellman points out some changes in the time element. The age of today's children has gone up. The stages of the family are: the early period, growth period, learning period, emptiness period, and the dissolution period. The life expectancy in 1900 was age 65. Today, it is 78.

Factors related to good adjustment in a crisis are:

1. Family adaptibility: a capacity to shift courses, to cope with changes in the situation.
2. Bonds of unity in the family: feeling among family members of mutual adjustment.
3. Family council control in decision-making: involvement of family members.
4. Social participation of the wife: activities outside the home.
5. Previous experience with crisis: able to face if have had previous successful experience with crisis.

Aging

We used to think people were old after age 65, probably because of the Social Security Program. In India, people are considered old at age 45. We begin the aging process at

birth. It depends on what we do for a living as when we are old.

Causes of aging are—

1. Biological: natural process of wearing out; the span of life has not been significantly expanded.
2. Physical: change in sensory, perceptual and motor (intelligence).
3. Sociological: as member of family, community rules that person has during life.

Aging is a cultural problem. All societies are concerned with older people and their influence.

Five things wanted in 75 primitive societies:

1. to live as long as possible.
2. to get released from wearysome exhaustion.
3. to safeguard strength.
4. to remain active in affairs of life.
5. to withdraw.

A human being can be indifferent to the dependent needs of the aged. For the most part we do not have a role for the old people to play. Did they ever have an active part in society? Many years ago? Aging is a problem because the increasing number of older people are not getting their needs met through our economic and sociological institutions.

At the 1961 White House Conference it was stated, "whenever a society and its families with support of the prevailing culture can create and sustain a mutually supportive relationship between youth and its elders, our age security rests on its strongest foundations." Research shows that old people do want to be independent. In our culture, we do not think that old people are a repository of knowledge.

July 22, 1966 (a.m.)

Dr. Arthur Robins
Consultant

I. Adolescence Defined: A time of stress and turmoil;
a time of uncertainty, growing self-consciousness.

A. There are contradictory or confusing demands in relation to physical maturity in terms of growth, strength, ability to bear children, mental capacity, etc. A person's mental ability reaches a peak at age 17 or 18. The adolescent's ability to learn is great at that age, but they do not judge on the capacity to make good choices between alternative courses. It takes experience to learn quickly.

II. Areas of Difficulty for Our Society.

A. Occupational placement.
B. Physical capacity.
C. Problem of sexual maturity.
D. Emancipation problem.
E. Education - culture.

III. Problems Related to Juvenile Delinquency.

A. Physiological: related to physical development.
B. Sociological: related to recreation, broken homes, poverty, etc.
C. Psychological: related to behavior.

IV. Role of The Teacher or Organization in Strengthening Family Life.

A. Personal problems are not the concern of the teacher unless they interfere with class procedure or performance.
B. Don't mix the role of the teacher with the therapist.

- C. Keep the focus on the family; involve them in educational situations of children.
- D. Stir up general interest with problems, rather than individual problem-solving.
- E. Help them with general principles and where they can go for help.

V. Alcoholism.

- A. Alcoholics are excessive drinkers whose dependence on alcohol has attained such a degree that they show noticeable mental disturbances and interference with bodily health, interpersonal relations, social and economic functions.
- B. 1961, 5.5% of the total amount of deaths was attributed to alcohol.
- C. 1960, 21,000 patients in government mental hospitals due to alcohol.
- D. One out of seven first admittances to State and County mental hospitals due to alcoholism.
- E. Age 35-44 is the most prevalent age group for alcoholism.
 - 1. there is no consistent theory why some people drink to excess.
 - 2. there is no real differentiation between cause and effect of alcoholism. Mr. Robins referred us to the Welfare Administration pamphlet, "New Treatment Approaches for Low-income People".
- F. Low-income families are living from crisis to crisis and are trying to make do with a string where they need a rope. The string keeps breaking.

July 25, 1966 (p.m.)

**Field Trip
Poplar Bluff, Missouri**

**Community Action Program
and Leader Aide Component**

Principles for developing a Community Action Program:

1. Selecting a study group.
 2. members are non-professionals.
 - b. they are interested in the study area.
 - c. they are community leaders.
 - d. by popular selection.
2. Presenting the opportunity.
 - a. must be with objectivity.
 - b. must be with clarity.
3. The developing process.
 - a. plan based on community self-evaluation.
 - b. plan selected from suggested alternatives.
 - c. program is developed.
 - d. program is implemented.
4. Role of Extension.
 - a. change agents.
 - b. resource persons.
 - c. consultants.

How do Leader Aides view their job and how do they feel about it?

1. Makes home calls to get acquainted; to "show and tell" about homemaking skills, community services, etc.
2. Primary aim to help a person help himself.

3. Most work is with individuals in their homes, or with small groups. Aide must find where she works best.

Through community center activities which the community organized, community leaders have been spotted and have taken part in community affairs.

From a question-and-answer session came the following ideas:

1. Local people on an Extension Council may appoint a screening committee to hire Leader Aides; have found it is best to start with a carefully developed job description.
2. Leader Aides often work with and through the Welfare Office.
3. Leader Aide generally knows the family on whom she is calling.
4. Leader Aides are hired on a half-time basis.

Today, Extension Service works through organized groups, special audiences and groups requesting help.

July 26, 1966 (a.m.)

**Field Trip
Poplar Bluff, Missouri**

Poplar Bluff Public Housing Projects

1. Rent varied according to size of living unit, number of services available to the renter, income level of the renter, and family size of the renter.
2. In both program and project there was evidence of built-in ease of care, privacy and community life.

Poplar Bluff Job Corps Center

1. Some 170 men have been or are presently enrolled at the camp since its beginning.
2. There is a fairly high dropout rate from the Job Corps, mainly due to home-sickness.
3. Many corpsmen have tried, but failed, to get into the military services primarily due to a lack of basic education. Many go into the military services after their Job Corps training.
4. The job of the camp staff is that of administration of the program, education of the men, and supervision of work.
5. The men range in age from 16-22 years. Generally, they lack reading skills, are in poor health, realize their lacks and are seeking a "last chance".
6. Classes are small, informal, and instruction is individualized.
7. The ultimate goal of the program is to equip the boy with educational and vocational skills so he can get a job with a future.

July 27, 1966 (a.m.)

Dr. John Voth
Consultant

What are the trends in education today? What is the direction in which education is moving? Each class member write five trends which you see in education today. These can be checked with results of discussion today. Another useful approach would be to order them in preference and importance and give reasons why.

Listing trends is one thing. Evaluating "good", "bad", desirable or undesirable is done in terms of the goals to be reached.

Education has no given goal. Maturity? What is a mature person? (Example: We tell kids to increase education to increase income.) More money means more emphasis on material goods, and less on what love can buy. Democracy says, "Help everyone; hurt no one; and help everyone in all ways." Capitalism says: "Grab everything for self."

SQ3R System for Study— Survey whole picture
 Question for expectation
 Read for ideas
 Recite findings
 Review for accuracy

Trend: Changes in guidance and counseling:

1. Vocational: every teacher becomes a part of the system for handling vocational information. Segments of the community need to be involved. Resources of many kinds are included in SQ3R process for vocational study.
2. Educational: every teacher becomes involved in providing opportunities for students to explore courses of study, educational institutions, and other institutions of the community.

3. Personal-counseling: Advice giver, counselor sees a situation that has worked out well for someone, then advises the boy or girl to do the same thing.

Concept: DIADEM - "Teachers' Crown"

Develop lesson or unit plan, flexible, adaptive.
Implementation in classroom.
Analyze what has been done.
Discover new ways of doing this.
Evaluate new ways.
Modify for effectiveness.

July 27, 1966 (p.m.)

Dr. John Voth
Consultant

We have had a change throughout the years of curricula and extra-curricula. In the 1700's there was only the curricula and we did not permit the extra-curricula. In the course of time we have had a change. All of a sudden we had a merger of the two (also referred to as "co-curricula"). Then, we have branches of the extra-curricula going off into the curricula. Then, schools talk about the formal program and the informal program. Co-curricula focuses on a given set of problems.

Another response, or way of looking at teaching is, I am not sure that we should deprive the culturally deprived from being with the normal.

1. Whole school system.
2. Instructional system.
3. Individual, or the self system.

There are many parts to an automobile. The better you know a car, the more you are aware of it. A mechanic will place emphasis on certain parts. Generally speaking, people are

interested in all the parts. These parts function in different ways. The most important part of a car is the driver because the function of the car is to get someone from one place to another. The driver has specific functions.

1. Needs a steady hand.
2. Needs a watchful eye.
3. Must select a careful road, i.e. decision-making.
4. Must function in a democratic fashion. He is there to hurt no one but to help all by being observant.
5. Has joy and courtesy.

Analogy to the Instructional System

The parts are: different content, careful preparation, different instructional materials, and the teacher, who replaces the driver of the car in the analogy. The more aware we are of the parts, the more we study and the more we see and the better we can get them up and use them in better ways. We need to adjust our teaching according to the parts. The teacher must—

1. Have a steady hand; let nothing ruffle her.
2. Have a watchful eye; watch each pupil carefully; pick up new information, and see need for changes. See if students are ready to receive what you have to give them.
3. Select role carefully; be ready to guide as the time is there, and recognize your role ahead of time.
4. Be democratic; boys are not like apples. Once an apple is rotten it is always rotten. We need several compartments, or sections, for levels of achievement. Students will accept this but teachers will not.
5. Have joy and courtesy; this is a tremendous field and involves the way the teacher behaves and functions.

July 28, 1966 (a.m.)

Dr. John Voth
Consultant

The Seven Cardinal Principles of Secondary Education (1918):

1. Health
2. Command of the fundamental process
3. Worthy home membership
4. Vocational training
5. Citizenship
6. Worthy use of leisure
7. Ethical character

The above might be revised into the Five Cardinal Principles of Secondary Schools:

1. The three R's
2. Health
3. Vocational training
4. Worthy home membership and use of leisure time
5. Ethical character

A family relations' unit was selected with emphasis upon personality development at the junior high school level, and member roles at the senior high school level.

Instructional Activities include—

1. Find and discover
 - a. content
2. Develop
 - a. instructional materials
 - b. instructional equipment
 - c. instructional area
 - d. teacher behavior
 - e. pupil behavior
3. Evaluate
4. Cull

The Imperative Needs of Youth

(The common and essential needs that all youth have in a democratic society)

1. Salable skills.
2. To develop and maintain good health and physical fitness.
3. Understand the rights and duties of the citizen of a democratic society.
4. Understand the significance of the family.
5. Understand the methods of science.
6. How to purchase and use goods, and services intelligently.
7. To develop capacities to appreciate beauty in literature, art, music, and nature.
8. To use leisure time well and to budget it wisely.
9. To develop respect for other persons.
10. To develop groups in ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

July 29, 1966 (a.m.)

Dean Arthur Nebel
Consultant

Social Action defined: It is a process which includes activity which affects a large number of people and brings about desired social changes. It is an effort usually undertaken by both professional and lay people in order to face social problems and to bring a solution about. One of the objectives is to acquaint yourself with the professional role in dealing with the culturally deprived persons; to understand it; what it means; how to overcome it. We feel there are some hard-core cases that agencies are willing to write off. With some families we can pick the cycle of poverty.

What is the setting for social action? Answer: the community. When a group begins to study a problem and makes recommendations, change is the result. Why? When you have people studying a problem, and you have those who are the recipients of that study, well, naturally there is change. The clinical psychologist says that when any two people meet on the street, talk, and then leave, it is said their personalities have changed. Social action must be considered to be an aspect of a democratic society and it offers a trust to the people of the area so stimulated.

- I. Problems That Arise When Professional And Lay People Come Together.
 - A. Level of interests differ.
 - B. Difference in language (terminology).
 - C. Different attitude and feelings toward social problems and these are usually present.
 - D. There are problems of superiority and inferiority.
 - E. Often differences in goals.
 - F. Question arises, "Who will lead?". Professional people sometimes think they should lead when lay people may be closer to the case.
 - G. It is sometimes difficult to get lay people involved.
 - H. Sometimes the professional person is in competition with other professional leaders.
 - I. What geographical area should be covered?

- J. There are often prejudices and previous commitments of one or both.
- K. Turnover of personnel.

II. Suggestions for Better Integration of Leadership.

- A. There should be some rotation of leadership and membership.
- B. Democratic process should be stressed.
- C. A need exists for simple lucid information.
- D. Aim to involve all the people through planning and coordination.
- E. Sound representation.
- F. Effective, efficient organizational structure.
- G. A common language should be used.
- H. Effective use of committees.
- I. Goals defined from the beginning.
- J. Re-evaluation of goals as action proceeds.
- K. Study and research are imperative to action.
- L. Formalize organizational structure through incorporation of other legal procedure.
- M. Sessions should be recorded.
- N. Pre-meeting planning and communication; create an agenda.
- O. Maintain interest through committee reports.
- P. Be sensitive to community pulse.

III. Case Study, "A Baby Starves in Madison".

- A. Purpose.
 - 1. examine the facts.
 - 2. study the policies and procedures of agencies and the restrictions of the law relating to referral systems and services in such cases.
 - 3. make recommendations with respect to the matter set forth above and in that connection to determine whether and how closer coordination can be provided among agencies.

July 29, 1966 (p.m.)

Marilyn Maddux
Consultant

When a child is made custody of the Court, the agency in charge is held accountable to the Court. In any custody case there are two hearings—one to take custody and one to release custody.

Concept of time: Disadvantaged and deprived people do not have the same concept of time as others. Time means little to them since they have very little regulation of time. Rarely is anything anticipated of them. Routine does not exist. There are no clocks in their homes.

Non-verbal: They may seem to be very non-verbal but they are communicating by moods, withdrawal, and facial expressions.

Relationship: Disadvantaged and deprived people usually try to do the best they can.

Removal of Children (Foster Care): When children are removed from the home, they have a tendency to blame themselves for the condition, not their parents. This removal is a traumatic experience for the children. It is difficult to find permanent foster homes; therefore, children are moved quite often which makes it hard for them to relate to others and to trust. Changes in the home are better than taking a child out of their own home. Usually, an agency will look to relatives for help first before placing children in a foster home which should be a last resort.

When referring people to agencies, select the proper agency. This means you must know what an agency can do; what their requirements are; and what qualifications make someone eligible for their services. Large cities may have a referral service that will handle applications to all agencies. Whenever you refer someone to an agency by calling, follow this up with a letter to make sure the services are rendered. You

should also expect to hear from the agency reporting what they have done with your referral. When registering a complaint about some family to an agency, expect to give your name. It may be needed to document evidence in Court.

A summary of a study made in St. Paul in 1957 showed how families made use of agencies. Six per cent of the families were using 50% of the resources. The median contact during a family life cycle was 13. Nine agencies were being used. Of the families using the agencies, 25% of them were active with one or more agencies at the time of marriage or one month after. Thirty-nine per cent were known by the agencies after 6 months of marriage; 51% within one year; 78% by the end of 6 years; and 88% after 8 years. Public assistance agencies were the most used.

This study predicts multi-services available from one agency in the future. This will prevent families being shuttled back and forth between agencies.

Normal Resources of Agencies in a Non-rural Community:

1. Division of Welfare has traditionally given financial assistance.
2. Family Agencies include those under the auspices of Red Feather, churches, and private organizations.
3. Planned Parenthood provides counseling in family planning and in fertility. They also do pre-marital counseling in the use of contraceptives, sexual life in marriage, and arrange medical examinations which include a pap smear.
4. Red Cross is limited to give help to service-connected people except in time of emergency.
5. Health Nurse sees that immunizations are given.
6. Venereal Disease Clinics give out information to prevent venereal diseases from spreading. Studies show that children age 9-11 are the ones that must receive this information to prevent spreading.

7. Well-baby Clinics teach how to care for children and how to cope with mal-nutrition.
8. Prenatal Clinics are for use by the most deprived.
9. Out-patient Clinic.

10. City Hospitals.
11. Visiting Nurses Association.
12. Home Care Programs care for patients at home by going into the home to help them make adjustments after being in the hospital.

13. Cripple Children Services help in cases of correctable heart disease and correctable crippling bone diseases and plastic surgery.
14. Employment Agency.
15. Rehabilitation.

16. Schools test for IQ which show deprived children having high scores when they start school and a decline the further they get in school. This shows that the ways of measuring are not accurate.
17. Salvation Army gives emergency relief, shelter, maternity homes, and care to alcoholics.
18. Public Housing (mixed blessing) is the only life these children have seen and this fact must be considered in evaluating these people.

August 1, 1966 (a.m.)

Mrs. Marie Huff
Consultant

Mrs. Huff reported on the National Leadership Conference on consumer education and financial planning held at the University of Maryland July 17-29, 1966. The purpose of the conference which was sponsored by the National Committee for Education in Family Finance, was to give leadership training to State department personnel with responsibility for curriculum development in the area of consumer education and family financial planning. The functioning of the family unit draws on several disciplines for concepts that are necessary to effective family living.

Definition of a "family"—a subjectively recognized unit of men and women in a husband/wife relationship living in one household with or without children and with or without marriage bonds.

The family of today is a colleague family held together by interaction such as companionship and affection. It is a democratic arrangement. We cry out about recreation outside the family, but fail to look inside the unit. We need to use some of the recreation money to build cohesiveness. There is a need to find ways to keep the family together. More people are striving for satisfactory marriages than happy ones. In designing curricula we need to know goals and elements of a satisfactory marriage. Elements of identity and individual competence, health, intelligence, empathy for spouse, autonomy, selectivity, creativity. Marriage is based on four things:

1. companionship
2. communication
3. domesticity
4. sexual satisfaction

The pressures today are great on youth. We need to help the young to find out what marriage costs. Many marriages

have problems stemming from economics. There is a need to make schools more relevant to today's living youth. The instruction is limited only by teachers competence and capacity.

Business spends 160 million dollars a year for teaching materials—some good, some propaganda. Examine the many programs teaching consumer education. Encourage youths to seek information about budgeting, buying, borrowing, understanding the market place. Our motto is, "informed people making rational choices in the marketplace." (Reference: Mrs. Esther Peterson, Special Consultant to the President on Consumer Affairs.)

Every age feels they are going through a crisis:

Affluent society	vs.	Millions of unhappy people
Atomic power for peaceful means	vs.	For annihilation
Explosion of knowledge	vs.	Cultural lag
Automation	vs.	Mass employment
Brilliant medical discovery & knowledge	vs.	Population explosion
Conformity	vs.	Individuality
Increased education	vs.	Increased juvenile delinquency
Universal education	vs.	Lack of commitment to democratic values
Productivity	vs.	Pockets of poverty

Role of Social Security: Social Security was born out of the idea that if one sets aside a portion of income, he will have income when he quits working. It was an effort to prevent poverty as a result of death of the breadwinner, old

age, disability. It encourages savings. Social Security is all that 85% have as permanent retirement protection. (Reference: Mr. David, Assistant Commissioner, Social Security)

Developing a Financial Plan for Effective Living: What you spend your money on is what you are spending your life on. A great portion of life is spent earning. Our greatest expenditure is spent for what we think is important built on deep-seated values. There is a need to budget for some nonsense and impulse buying. We need to look at "financial tracks of the past" as a guide to future planning. A person in a financial bind is usually in a time bind. Consumer education cuts across many subject matter fields, probably not a separate course in itself. Include personnel from various agencies in your teaching. Provide in-service education to up-date knowledge and encourage experimentation. (Reference: Clifford BeBell, Vice-chairman National Committee for Education in Family Finance.)

Education for Social Change: The old idea of schooling as an optional advantage has now been outlived. Education becomes a necessity for all. Ours is a complex educational process draining all human and material resources. It is no longer a job for the professional educator alone. Funding from many non-educational sources has had an influence. We can no longer protect schools from outside forces. View research as a process. Any innovation has these steps—research, development, diffusion, and adoption. (Reference: Dr. Gordon McKenzie, Professor of Curriculum, Teachers College, Columbia University)

After reporting on the above conference, Mrs. Huff introduced the home economics related occupations programs of Missouri. The main requirements in addition to the regular vocational home economics requirements are the teacher having occupational training and work experience provided for the students. Some problems that must be solved are the type of loan the teacher will handle and the shortage of teachers prepared for the programs. The first goal is a high quality educational experience for the youth.

August 1, 1966 (p.m.)

Mrs. Marie Huff
Consultant

I. Problems in Establishing Programs in Vocational Home Economics.

- A. Communication: several area meetings were set up for superintendents. A booklet was developed entitled: "Opportunities in Occupational Home Economics".
- B. Survey for administrators and teachers to determine needs and interests of school and community.
- C. Training meetings were established for teachers.

II. Occupational Programs Procedures.

- A. Contract is sent to administrators in July. It is signed and returned to State Office.
 - 1. teachers fill out qualification form for certificates to be issued.
- B. Each teacher fills out preliminary report from which budget is estimated, and returns it to superintendent.
- C. No one should try to dominate a program, but serve as a team.
- D. Improve ancillary services.
- E. Know information contained in Vocational Acts.
- F. Inter-agency council should meet once a year, sharing program activities.

August 4, 1966 (a.m.)

Dr. H. H. London
Consultant

I. Vocational Guidance—a Service Extended to the People to Choose and to Prepare for a Given Occupation.

A. Four aspects of this program.

1. occupational choice
2. occupational training.
3. finding employment.
4. job adjustment.

B. Brief history.

1. part of a conservation movement which originated under President Theodore Roosevelt in 1906.
2. Two sociologists were instrumental in implementing program.

C. Occupational choice.

1. cannot have sound vocational education without sound vocational guidance which is basic and fundamental part.
2. it is untrue that people were cut out for niches.
3. people properly trained, properly matured, and who are willing to put out effort can acquire a job that is in relation to their ability.
4. the "right" job is one that affords opportunity for satisfaction.
5. students should be made aware of many jobs.
6. some problems with disadvantaged in regard to occupational choice exist—
 - a. motivation lacking.
 - b. poorly educated.
 - c. evidence of low ability.
7. ways of taking care of people who do not have jobs—
 - a. taxes.
 - b. colonization.
 - c. planned economy.

8. Stigmas attached to certain jobs are—
 - a. religious.
 - b. social.
 - c. psychological.
9. Unbalance between supply and demand.
 - a. manpower problem.
 - b. 82% being prepared for workforce.
 - c. trend shows number of jobs decreasing.

D. Occupational training.

1. people need work experience.
2. work can bring about better education.
3. justice is the right of every citizen.
4. vocational funds must be devoted to wage-earning.
5. implications for occupational training—
 - a. balance between supply and demand.
 - b. alleviation of occupational adjustment.
 - c. optimum use of human resources.
 - d. tackle entire job with a closer coordination of forces.
 - e. become more active in arranging.

August 3, 1966 (p.m.)

Dr. Wilbur Miller
Consultant

I. Factors Affecting Participation.

- A. 35-40% leave before graduation.
- B. Dropout—student who leaves school for any reason except death, before graduation, or completion, of studies and without transferring.

II. What Factors Characterize the Dropout?

- A. Intelligence.
- B. Reading ability.
- C. Grade and subject factor.
- D. Participation.
- E. Family background.

III. Prevention of Dropouts?

- A. Factors that will help keep potentials from becoming actuals:
 - 1. work experience.
 - 2. extra-curricular activities.
 - 3. curricula change.
 - 4. teacher.
- B. Occupational Opportunities.

IV. Status of American Women.

- A. Background factors.
 - 1. head of family (7 out of 10 women).
 - 2. non-white (7 million employed).
 - 3. life span (1963—73 years).
 - 4. 8 out of 10 work outside home.

V. Educational and Counseling Needs.

- A. 1963, $\frac{1}{2}$ women over 25 were dropouts.
- B. Make training geographically available.
- C. Teach fundamentals not likely to change.
- D. Make family services available.
- E. Make food service and food service aides available.

VI. Work Experience.

- A. Work as part of educational process could be exploited for occupational areas relative to goals; is not a recent concept. Apprenticeship early idea.
- B. Work as supplement to education: manual labor movement; NUA in 1930; in 1964 Economic Opportunity Act for college students.

VII. Standard Cooperative Programs in Secondary Education.

- A. Not a new concept.
- B. Types—cooperative DE, industrial and office.
- C. Basic procedure:
 - 1. 15 hrs. week on the job.
 - 2. 5 hrs. week in related class.
 - 3. general related income.
 - 4. technical information.
- D. Desired outcome:
 - 1. skills.
 - 2. knowledge and attitudes developed through individual study in as many as 15 different occupations.
- E. Coordinators' role:
 - 1. provide work stations.
 - 2. make training agreement with employer.
 - 3. give individualized instruction.

VIII. Experimental Programs.

- A. Job training program for retarded youth
 - 1. in experimental stage.
 - 2. being explored in pilot programs in some areas.

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August 4, 1966 (p.m.)

Dr. H. H. London
Consultant

Occupational Analysis, Surveys,
and Inter-Agency Relations in the
Training of the Disadvantaged

One of the really big problems in operating any vocational educational program is that of determining what to teach. If prospective trainees lack basic education, the place to begin with them is at that level. The occupational survey is useful in discovering for what occupations training should be given.

Steps involved in making an Occupational Survey:

1. Planning: purposes, sponsors, instruments, personnel, and training of interviewers.
2. Selling the idea to the community and explaining purposes and uses.
3. Collecting data.
4. Tabulation of data.
5. Analysis of data.
6. Reporting findings.

The following types of data are usually collected:

1. Number and title of different occupations carried on in a labor market area.
2. Number of workers employed in each.
3. Annual labor turnover or job openings.
4. Entrance requirements.
5. Trends.
6. Number in training.
7. Net result of in-flow/out-flow of workers.

Without this type information one can only estimate what occupations to train people for. Keep in mind, of course, that our labor force is mobile, but not the disadvantaged. Nine out of ten farm youths must leave the farm, and the brighter they are the quicker they leave and the further they go!

Once the occupations have been decided upon, then we must identify the essential job skills and related information which the worker must have in order to perform the duties involved, and the personal-social characteristics required for success on the job. The Occupational Outlook Handbook is helpful in establishing the latter. Occupational Analysis is used to identify the skills and related information required.

Finally, let us make a few observations concerning trends in Home Economics. School administrators and school board presidents in Missouri show little interest in Home Economics for young and adult homemakers. (Less than 18% see any need for expanding this program in the evening school.) More than one-half of both groups report the belief that day classes should be expanded, and since any new money for Home Economics must go for job-related training, they express an interest in this. We are getting away from categorized vocational education.

Many of your projects and programs in the future will, or should, involve cooperative efforts with Distributive Education and Trade and Industrial Education.

To this end, both you and Vocational Agriculture teachers must become arrangers of programs, not just teachers.

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